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ABSTRACT

This teacher's manual is designed to accompany the curriculum "The Lessons of the Vietnam War." For each of 12 units of the curriculum, this manual suggests projects for student research and classroom activities. The 12 units are entitled: (1) Introduction to Vietnam: land, history and culture; (2) America at war in Vietnam: decisions and consequences; (3) Was the Vietnam War legal?; (4) Who fought for the U.S.?; (5) How the U.S. fought the war; (6) When war becomes a crime: the case of My Lai; (7) Taking sides: the war at home; (8) How the war was reported; (9) The Vietnam War in American literature; (10) The wounds of war and the process of healing; (11) Boat people; and (12) The Vietnam War: Lessons from yesterday for today. This manual also includes student handouts, an annotated list of documentary films/filmstrips and videocassettes, and organizations to contact for speakers about the Vietnam War. (DB)

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ED 344239

UNIT 13

THE LESSONS OF THE VIETNAM WAR

Teacher's Manual: Strategies and Resources for Teaching the Vietnam War

SO 022 422

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INTRODUCTION

The educational establishment has begun to recognize the Vietnam War after years of neglect. George Mason University's Project for the Study of the Vietnam Generation reports over 350 college courses developed since just 1980. Many of them are drawing huge enrollments—up to 900 students a semester in Walter Capp's course at the University of California at Santa Barbara.

Following suit, Boards of Regents in several states have mandated coverage of the Vietnam War at the secondary level. The Educational Testing Service now includes questions on the subject in its A.P. U.S. History examination.

Students Are Interested

As far as the students are concerned, it is about time. For them, the Vietnam War is "hot." Movies, TV shows, paperbacks, even comic books on the War have been doing a booming business. The fact that young people are so interested in the War is good news for teachers who plan to introduce or expand coverage of Vietnam in their classes.

I field tested this curriculum at West Virginia University twice during 1987-88 to classes of 35 students each. On both occasions enrollment was filled the first day of registration, and the students arrived bursting with questions.

The reasons students gave for taking the course were many and varied. Quite a few had close relatives who were Vietnam veterans but who had refused to talk about their experiences. Being able to share the course with them enabled some students to open up such a dialogue for the first time. Others were reading about contemporary controversies like U.S. policy in Central America and wanted to learn more about the Vietnam references they were seeing. Many had been turned on by all the movies and wanted to know whether what they had seen was true. Whatever their reasons, it was the first time in years I didn't have to be concerned with motivating student interest.

Obstacles to Learning

Despite their interest, students came to my class ignorant of most issues. This, sadly, is true also of their parents' generation. According to national polls over the past ten years, while two of three U.S. adults criticize the War as "fundamentally wrong and immoral," very few are able to specify what were the mistakes committed in our nation's Vietnam policy. For example, a 1985 ABC/Washington Post poll found that 57 percent of the public did not have a "clear idea" what the war was about; in fact, 33 percent did not even know which side the U.S. supported. The lessons of that tragedy for today's foreign policy remain lost to most Americans.

There are obstacles to teaching youth about the War. Because they are still developing their capacity for empathy and higher order moral reasoning, many students tend to be ethnocentric, even stereotypic, in their thinking. Lacking any personal knowledge of the war, they have been easy targets for the distortions of mass media productions, especially the romanticization of combat.

Perhaps the biggest obstacle to the effective teaching of Vietnam is that few students have learned how to think critically about political and social issues. A recent study by the National Assessment of Educational Progress found that only 40 percent of eleventh graders and 54 percent of those 21 to 25 years of age could "find, understand, summarize and explain" information at the level of a typical high school textbook. Only 21 percent of young adults have "advanced reading and synthesizing skills, such as those needed to analyze college or professional texts."

Curriculum Objectives

That is the bad news. The good news is that the Vietnam War is a powerful vehicle for teaching those complex skills students need to become intelligent adults and informed citizens. It is a vast, dramatic and complex event that pivots on numerous critical decisions based on mixed evidence and featuring very different points of view. Our mission at CSSE is to correct students' ignorance of this most important event and period. However, as educators, we are committed to doing so in a way that teaches students *how* to think critically about the Vietnam War in all of its complexity, not *what* to think. Consequently, we established the following objectives for the design of this curriculum:

1. Review the many aspects of the Vietnam War through a diversity of materials;
2. Teach students how to think critically about conflict and its resolution in international relations;
3. Teach students how to reason ethically about difficult moral choices; and
4. Help students better to understand people from social backgrounds and cultures different from their own.

To accomplish these objectives, we required that all our materials be historically accurate and politically balanced. All statements of fact had to be documented by official U.S. government sources or works of scholarship recognized by established authorities. Despite the persistence of some controversies, historians have been sifting an enormous volume of primary sources for many years and a reliable body of evidence has been built.

We drew extensively on the Pentagon Papers study. Commissioned in 1967 by Secretary of Defense Robert McNamara who was seeking an "encyclopedic and objective" history of U.S. involvement in Vietnam, the study goes all the way back to World War II. It was written over a year and a half by 36 people from the military services, State Department, Defense Department and "think tanks" like the Rand Corporation. The study totals 47 volumes of some 7,000 pages.

The Pentagon Papers were kept secret from the American people until June 1971 when Rand colleagues Daniel Ellsberg and Anthony Russo gave them to the U.S. Senate and the New York *Times*. Ellsberg and Russo were charged with conspiracy, theft, and violation of the Espionage Act. President Nixon sought a court order to suppress publication.

The courts ruled in favor of press freedom, and the case against Ellsberg and Russo was dismissed because of government interference. Three editions of the Pentagon Papers subsequently were published, providing students of U.S.

foreign policy decision-making with a wealth of primary source data. We have used the Pentagon Papers wherever appropriate to give students an insider's view of U.S. strategic thinking.

To ensure balance, we had all units reviewed by a diverse panel of authorities, including academic specialists and Vietnam veterans. Each unit was read by 5-6 reviewers. The comments were used to revise the text. In making such decisions, we adopted a strategy not only to ensure balance, but also to promote critical thinking skills in the process. If there was serious disagreement among our reviewers and the point was considered marginal to the main focus of the unit, we dropped it. This was consistent with our concern not to distract students with sectarian disputes. However, if the point in question was considered central to the main argument, we tried to present all positions in the words of their proponents, provide relevant evidence, provoke reflection, and refer students to other sources for further research.

Critical Thinking Explained

Barry Beyer is one of the nation's leading authorities on critical thinking as an approach to learning. In his view, the goal is to produce individuals with "a healthy skepticism about what is really true and accurate or real as well as a desire to search through all kinds of evidence to find that 'truth'." As a method, critical thinking "is a collection of discrete skills or operations each of which to some degree or other combines analysis and evaluation." These basic operations include:

Distinguishing between verifiable facts and value claims.

Determining the reliability of a source.

Determining the factual evidence of a statement.

Distinguishing relevant from irrelevant information, claims, or reasons.

Detecting bias.

Identifying unstated assumptions.

Recognizing logical inconsistencies or fallacies in a line of reasoning.

Distinguishing between warranted or unwarranted claims.

Determining the strength of an argument.

Kevin O'Reilly is a teacher and author whose Critical Thinking Press publishes materials that model this approach in a highly accessible manner. To analyze historical cases, O'Reilly proposes a system he calls MARKER:

M — Find the Main Point

A — Locate unstated Assumptions and value judgments

R — Identify types of Reasoning

K — Ask Key questions of types of reasoning

E — Identify and evaluate Evidence

R — Think of any Relevant information

In introducing this approach you might elaborate some of these steps for your students. For example, once the assumptions and value judgments are located, you can ask students to compare them to their own and devote time to such a discussion. This will help students to understand that many differences are at this basic level, that different sides of an argument can be logically consistent and even supported by some evidence, even though they come to contradictory conclusions.

As for types of reasoning, you should help students to understand that deductive reasoning, moving from the general to specific case, leads to a definite conclusion. Inductive reasoning, moving from the specific to the general, leads to a probable, but not definite conclusion. Analogic reasoning, such as in comparing historical cases, is the weakest form of reasoning and must be applied with caution.

In identifying and evaluating evidence, O'Reilly suggests four questions students should ask:

* Is it primary or secondary?
* Is it public or private?
* Does the author have reason to distort?
* Is there other evidence supporting this evidence?

Obviously it is best to have primary, public evidence from a disinterested source. Alas, such is often not available. Much diplomatic and military decision-making is secret and includes a deliberate element of deception. On a broader plane, no one person's experience can encompass the many dimensions of an event so vast and complex as a war between nations. Consequently, in constructing this curriculum, we chose to provide a plurality of views by featuring the personal statements of many different participants in the event, not just political officials and their academic critics, but also American GIs, Vietnamese soldiers and peasants, and ordinary Americans for or against the war. Very often, these statements are presented in authentic voice. They take the form of interview responses, poetry, diary entries, court testimony, letters to the editor, songs, etc.

It is our hope that the effect of this approach will be to humanize the issues and consequences of the war for the students in a way that traditional narrative accounts fail to do. These personal statements also serve to advance our other two learning objectives. They help students to understand people from social backgrounds and cultures different from their own. They help students learn how to reason ethically. Students confront complex situations and identify the competing rights, duties and consequences of different courses of action. Then they are challenged to make choices and to articulate principles to justify them.

What Goes on in Class

When all is said and done, however, no text can by itself determine what goes on in the classroom, and that is what counts. That is where this modular text sets a new standard in the field of teaching the Vietnam War. Each unit includes 10-20 questions for discussion, 5-10 individual or group projects and 2-3 classroom activities, including role-plays. In class I never present more than short lectures of 10-15 minutes. Instead, I conduct a variety of simulations that put students in the roles of key historical players. Delegations from the Vietminh and French government visit with President Truman in the Oval Office to argue for U.S. support; Senators and representatives from S.E.A.T.O. and the U.N. debate the Tonkin Gulf Resolution in the halls of Congress; students come to personal decisions about what to do about service in Vietnam, consult with military recruiters, draft counselors and attorneys, and make their cases to their local draft boards; editorial teams decide which stories to run and which to feature on the front page of today's local newspaper and why; etc.

In order to ensure that such activities work, you must create a classroom climate that promotes trust and allows risk-taking. Few students have ever before been called upon to perform for others, let alone in another role. When they do it, students find that playing the part of someone else, especially someone who is supposed to be the "enemy" or an "authority," can be a mind-stretching experience. Seeing one's own classmates in such roles facilitates an empathy that undermines stereotypes and propaganda and permits ethical reasoning and critical thinking. In addition, the small group collaboration to solve problems and develop strategies helps students to get to know each other and promotes class cohesion.

The teacher's attitude in facilitating the role-plays, debriefing the participants and processing the learnings is very important. Any unsolicited criticism or invidious comparison will intimidate the students from further risk-taking. Any assertion of "correct" and "incorrect" views will trivialize the exercise and reinforce the image of the teacher as the source of all knowledge. Consequently, your role is to draw out and acknowledge the legitimacy of all points of view. In most cases the students themselves will challenge mis-statements of fact or faulty reasoning. When they do not, you can ask if there are other views on this issue and wait.

Another strategy that is helpful in any group discussion is paraphrasing or reflecting students' ideas. Modeling this behavior for students and inviting them to try it helps them to become more active listeners to their own and other people's statements. As this practice becomes more common, students will learn to clarify their terminology more precisely. This, in turn, will make it easier to compare and contrast positions and to analyze arguments critically. A significant measure of your success in promoting participatory, critical thinking will be the extent to which the students themselves take over more of the responsibility for asking questions and posing problems.

Videos and Guests

In addition to the above, my students and I watch selected videos and interview special guests. This manual includes annotated lists of most of the best documentaries and commercial films on the Vietnam War. Almost all are available in 16mm film or videocassette. The images of world leaders and real combat remind us time and again we are learning about something of global proportions which had individual consequences of life or death, imprisonment or exile.

We have invited Vietnam veterans and peace activists as guests to share the more intimate details of their very different experiences of the war as well as people with special knowledge of certain issues like post-traumatic-stress disorder (PTSD) and its treatment or the facts surrounding the issue of soldiers M.I.A. and P.O.W. We have provided you with strategies and resources for finding such speakers in your own community as well as advice about how to prepare the class and guests for the group interview. We even have included an interview schedule that can be used in whole or part for veteran guests (see the activities for Unit 5).

Numerous Options

While I have suggested that teachers might strive for very ambitious learning objectives in teaching the Vietnam War, this is by no means necessary. This curriculum followed a rigorous field-testing program outlined by Steven Clarke in the next section. The time allowed for the subject ranged from two weeks to a full semester. The specific advantage of our modular format is that the units can be used to build on each other, but each also is topically and physically separate. The level of the students participating in field testing ranged from that of a remedial reading class in the Boston area to a seminar at Yale University. In the former, students read the text out loud to each other in class and the teacher guided the discussion. In the latter, students were required to do the reading and a project outside of class. Thus, teachers can choose from a range of options in tailoring their own program to the time available and the level of their students. This curriculum is the last word in "teacher friendly."

Whatever approach you choose, be prepared for an exciting teaching experience. Some of the joy and sadness, some of the passion of that eventful period cannot help but infuse your classroom with a liveliness too often missing in contemporary education. For the millions of you who lived through it, many of your students will find your own personal recollections of the Vietnam era very interesting. Imagine your students finding your life interesting! That alone makes the effort worthwhile.

Jerold M. Starr, Editor

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FIELD-TESTING PROGRAM

The CSSE Director and Advisory Board agreed early that a thorough teaching evaluation of all units and associated materials would be built into the curriculum development process itself. Thus, the materials were evaluated according to a "formative evaluation" protocol.

As initially articulated by Scriven (1967), "formative evaluation" describes the process of gathering data to improve educational materials during development. According to Soley, its purpose is to insure that the preparation of new curriculum materials is as scientific and rational as possible. Evaluation thus becomes a means of "providing information to project personnel at every stage of development as a basis for key decisions about how to proceed with project work"

(Gillespie and Patrick, 1974).

The formative evaluation for the curriculum was organized around the following questions adapted from Mehlinger and Patrick:

1. Do the materials present accurate and valid information?
2. Is the information presented in an unbiased manner?
3. Are the reading and conceptual levels of the materials appropriate for the target audience's grades and ages?
4. What types of readings and activities work best?
5. Do students and teachers like the materials?

The evaluation protocol employed was as follows:

1. Prospective participants were solicited by letter and advertisement during 1986-87 school year through various networks of social studies teachers. About 150 prospective participants responded.
2. Of these respondents, a sample of 65 was selected to reflect the diversity of students, schools and communities in the U.S.
3. Many of the teachers wished to review and pilot test more than one of the units. Thus, a total of 122 copies of the various units were assigned for evaluation.
4. About two weeks after the units were to be used, Pilot Teacher Questionnaires were sent to participants. This instrument was specifically designed to answer the questions listed above.
5. A follow-up letter was sent to participants who had not returned the Pilot Teacher Questionnaires by June 1, 1987.
6. A debriefing telephone interview was conducted with a small subsample of participants in order to obtain some elaboration and clarification of their written comments.

Because many participants did not receive the materials in time for use during the 1986-87 school year, return of the Pilot Teacher Questionnaires was limited to twenty-five percent.

The results of the evaluation were referred by the editor to the relevant writers and curriculum developers, and the materials were revised accordingly.

Because of the complex and controversial nature of the subject matter, the CSSE has decided to solicit additional evaluations from teachers using the materials during the 1988-89 school year. The results of this second evaluation will be used to further refine and improve the materials. Please complete and return the form accompanying this package if you wish to participate in this process. Those who do will receive a complimentary copy of all revised and supplementary materials to be developed.

Steven Clarke
Coordinator of Curriculum Development
and Field Testing

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CSSE BOARD OF DIRECTORS

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* Institutional affiliations listed for purposes of identification only

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DOCUMENTARY FILMS/FILMSTRIPS AND VIDEOCASSETTES

References provided by Howard Elterman and the Washington Project for the Arts

Agent Orange: Story of Dignity and Doubt (1981). Excellent portrayal of the plight of many Vietnam veterans suffering from exposure to herbicide spraying. Distributed by the American Friends' Service Committee (AFSC), 2161 Massachusetts Avenue, Cambridge, MA 02140. Color. 30 minutes.

America (1969). Documents the escalation of the protest movement in the United States. Conversations with Vietnam veterans, teenagers approaching draft eligibility, and black militants help put the newsreel footage in context. Distributed by Third World Newsreel, New York, NY. 16mm. Black and white. 30 min.

The Anderson Platoon (1966). Filmed by a French crew over six weeks, this is an account of the daily life of an integrated army combat platoon in the Central Highlands of Vietnam. It follows the men as they eat, sleep, talk, fight and die. Distributed by Film Inc., Film and Tape Division, 1213 Wilmette Ave., Wilmette, IL 60091. Also, U of CA Extension Media Center, 2223 Fulton St., Berkeley, CA 94720. (415) 642-0460. 16mm. Black and white. 64 min.

Another Part of the Family (1971). Portrays three families whose lives have been dramatically changed by tragedies related to the Vietnam war. Each family lost a son or daughter, during the same year, in Vietnam, at Kent State or Jackson State University. Distributed by Martin Luther King Memorial Library, Audio Visual Division, Washington, D.C. 16mm. Color. 74 min.

Ashes and Embers (1982). A black Vietnam veteran returns to his home town and grows to understand his experience in Vietnam and the similarities of this to the realities faced by black Americans. Distributed by Mypheduh Films, Washington, D.C. 16 mm. Color. 110 min.

The Automated Battlefield (1971). Describes the electronic airwar and its effects on the people of Vietnam and Laos. Distributed by AFSC, 2161 Massachusetts Ave., Cambridge, MA 02140. Slide show with cassette tape. Film-strip version also available. 40 min.

The Battle of Khe Sanh. A U.S. government documentary on this well-known 1968 battle. Distributed by International Historical Films, P.O. Box 29035, Chicago, IL 60629. 30 min.

Boat People (1983). A controversial drama about the failures of the communist regime that came to power in Vietnam in 1975. A Japanese photojournalist, previously sympathetic to the National Liberation Front, returns to Danang three years after the war to observe life in the new economic zones. He is forced to flee the country with refugees bound for Thailand. Distributed by: Atlantic Productions, 1252 La Granada Drive, Thousand Oaks, CA, (805) 495-6790. 35mm. Color. 106 min.

Cause I've Already Been to Hell: Vietnam Veterans. Several Vietnam veterans express their bitterness since returning from the Vietnam War. Some have joined a self-help group to deal with the emotional anguish caused by the war. Distributed by Filmmakers Library, 133 East 58th Street, New York, NY 10022. Color. 27 min.

The Class That Went to War (1977). A moving portrait of students of a particular New Jersey high school graduating class (1964) who fought in Vietnam. Both pro-war and anti-war sentiments are expressed. Distributed by AFSC, 2161 Massachusetts Avenue, Cambridge, MA 02140. Color. 35 min.

Communist Massacre in Hue, South Vietnam (1969). A Republic of Vietnam film that depicts the exhuming of mass graves of Vietnamese civilians massacred by the Vietcong and the funeral ceremonies that followed. Distributed by Library of Congress, Washington, D.C. 16mm. Black and white. 14 min.

Ecocide: A Strategy of War (1981). In a series of trips to Indochina between 1969 and 1972, Dr. E.W. Pheiffer documents the disastrous effects of the war on the environment. Distributed by Green Mountain Post Films, PO Box 229, Tuners Falls, MA 01376. 23 min.

Salvador: Another Vietnam? (1984). Provides extensive background to the crisis in El Salvador with parallels to our earlier intervention in Southeast Asia. Distributed by AFSC, 2161 Massachusetts Avenue, Cambridge, MA 02140. Color. 50 min.

End of an Empire (1962). Focuses on the French occupation of Indochina and documents the fall of the last French outpost at Dienbienphu. Distributed by Indiana University, Audio-Visual Department, Bloomington, IN 47405, (812) 337-2103. 16mm. Black and white. 25 min.

A Face of War (1968). Based on the daily operations of a Marine regiment, this is a realistic portrayal of U.S. footsoldier combat. Distributed by United Films, 1425 S. Main St., Tulsa, OK 74119, (918) 583-2681. Black and white. 72 min.

Far From Vietnam (1968). A collection of critical statements on the war from the 1960s by some of Europe's leading film makers, this film shows fighting in Vietnam and anti-war demonstrations in the United States. Distributed by New Yorker Films, 43 West 61 Street, New York 10023. Color. 90 min.

Frank: A Vietnam Veteran. An award-winning documentary portrait of one combat veteran, this film chronicles the horror of Frank's year in Vietnam and his ten-year struggle to readjust and finally leave the war behind him. Distributed by Fred Simon Productions, 75 Court Street, Newtonville, MA 02160 (617) 969-3218. 52 min.

Free the Army (F.T.A.) (1972). Film of anti-war entertainment review for troops in U.S. base areas. Jane Fonda, Donald Sutherland. Distributed by Budget Films, 4590 Santa Monica Blvd., Los Angeles, CA 90029. (213) 660-0187. Color. 94 min.

Front Line. A New Look at the Vietnam War. An award-winning documentary about Australian newscameraman, Neil Davis, who spent 11 years in the combat zone. Distributed by Filmmakers Library, 133 East 58th Street, New York, NY 10022. Color. 55 min.

Going back: A Return to Vietnam by David Munrow (1982). The story of four American combat veterans who go back to Vietnam to exchange medical information about the effects of Agent Orange, explore the question of Americans missing in action, and begin a normalization of relations between America and Vietnam. The veterans come to question the justification for war and resolve to help with humanitarian aid. Distributed by Bull Frog Films, Oley, PA 19547. 16mm. Color. 52 min.

Good Bye and Good Luck (1969). Several black militants try to persuade a recently returned black Vietnam veteran that he has been duped into killing the Vietnamese people to support white ideals. The veteran joins a protest march and begins to ponder the question of whose side he's on. Distributed by Univ. of CA Extension Media Center, 2223 Fulton Street, Berkeley, CA (415) 642-0460. 16 mm. Black and white. 30 min.

Hanoi, Tuesday the 13th (1967). Filmed in Hanoi on December 13, 1966, this film records the lives of the people during heavy U.S. bombing. They are shown building irrigation ditches, planting rice paddies, fishing, and weaving. During bombing raids, peasants and workers form armed self-defense units to ensure continued production. Distributed by Third World Newsreel, New York, NY 16mm. Black and white. 40 min.

Haunted Heroes. A fascinating look at four Vietnam veterans so emotionally scarred by the war that they live as hermits in remote wilderness areas. Some fear violent flashbacks and find that basic survival-level life is the only reality that now makes sense. Distributed by Films Incorporated, 1213 Wilmette Avenue, Wilmette, IL 60091, 1(800) 323-4222. In Illinois call collect: (312) 256-3200. Color. Available in videocassette.

How Far Home: Veterans After Vietnam (1984). A moving documentary of a reunion of Vietnam veterans at the opening of the Vietnam Memorial on Veterans' Day 1982. Explores the difficulties encountered by Vietnam veterans when they returned to the United States. Distributed by Northern Lights Production, 165 Newbury Street, Boston, MA 02116. Color. 30 min.

Hearts and Minds (1974). A brilliant Academy Award-winning documentary about America's agonizing involvement in Vietnam and its roots in American culture. Distributed by Warner Brothers and Touchstone. Videocassette available from Paramount Home Video, 5451 Marathon Street, Hollywood, CA 90038. Color. 112 min.

Interviews with My Lai Veterans (1970). An Academy Award-winning film based on conversations with five U.S. veterans who witnessed the My Lai massacre, an event that shocked the world. Distributed by New York Films, 43 West 31 Street, New York 10023, (212) 247-6110. 27 min.

In the Year of the Pig (1969). One of the most lucid and penetrating histories of the Vietnam war. This film uses footage from newsreels, propaganda films, speeches, and interviews to dissect the events of the war, from the early years of French involvement through American intervention and escalation. Distributed by Promotions Plus, 6730 North Street, Dept. 1301, Tinley Park, IL 00477. 101 min.

Introduction to the Enemy (1974). A documentary about life behind enemy lines in North Vietnam and with the Provisional Revolutionary Government (PRG) in South Vietnam. Footage shows the courage and perseverance of the Vietnamese and the destruction caused by U.S. bombing. A film by Jane Fonda, Tom Hayden and Haskell Wexler. An Indo-China Peace Campaign Film, 181 Pier Avenue, Santa Monica, CA 90405. Color. 60 min.

Kent State: May 1970 (1972). An award-winning documentary on the events leading up to the deaths of four students and the wounding of nine others by the Ohio National Guard. Includes rare film footage of the actual shooting. Raises the question of whether there was a conspiracy among the National Guard troops. Narrated by E.G. Marshall. Distributed by CRM/McGraw Hill, 674 Via de la Valle, P.O. Box 641, Del Mar, CA 92014. Color. 23 min.

Kim Phuc (1984). Kim Phuc was a little girl when she was hit by a napalm bomb during the war. The photograph and news film of her, burned, with arms outstretched, and running down a country road, was circulated worldwide. We see Kim Phuc now, as a young woman, trying to surmount the effects of this disaster. We relive with her the tragedy of the past and learn of the problems she has faced in the intervening years. Distributed by Icarus Films, New York, NY 16mm. Color. 25 min.

Know Your Enemy: The Viet Cong. This is a U.S. Department of Defense film developed from newsreel footage captured from the Vietcong. The newsreel shows various Vietcong activities, including some battle sequences that appear staged. Distributed by International Historic Films, P.O. Box 29035, Chicago, IL 60629, (312) 436-8051. Video. Black and white. 19 min.

Last Reflections on a War (1968). An examination of the Vietnam War and its social roots. The film includes running commentary by Bernard Fall, the Asian scholar and war correspondent, who was killed in Vietnam in 1967. Fall critically analyzes American involvement in the war. His death from an exploded land mine is dramatically depicted. Distributed by Indiana University Audio Visual Department, Bloomington, IN 47405, (812) 337-2103. 16mm. Black and white. 44 min.

Letter to Jane (1972). Uses only still photographs and dialogue to analyze how intellectuals should address "the revolution" in Vietnam. The principal photograph is of Jane Fonda listening to someone tell her about Vietnam. Distributed by New Yorker Films, New York, NY 16mm. Color and black and white. 55 min.

Limbo (1973). Dramatic portrayal of the lives of POW wives waiting for their husbands' release and return. Distributed by Universal 16, 445 Park Ave., New York, NY 10022. (212) 759-7500 ext. 505/224. Color. 112 min.

March on the Pentagon (1967). On October 21, 1967, over 100,000 converged on Washington, D.C. to protest the Vietnam war. They confronted bayonet-equipped soldiers in front of the Pentagon, and many were injured or arrested. This film records the confrontation. Distributed by Filmmaker's Cooperative, New York, NY. 16mm. Black and white. 20 min.

No Man's Land: Kampuchea. Documents the U.S. role in the tragic events in Cambodia linked to the Vietnam War. Distributed by Filmmakers Library, Inc., 133 East 58th Street, New York, NY 10022. Videocassette only. Color. 26 min.

No Vietnamese Ever Called Me Nigger. Filmed at the Harlem Fall Mobilization March in 1967, we see people in the streets speaking about social protest, life in New York's black ghetto, and the connection between racism and war. Distributed by Tri-Continental Film Center, 2718 Telegraph Avenue, Berkeley, CA 94704. Black and white. 68 min.

The People's War (1969). Records North Vietnamese resistance to foreign military intervention through community mobilization and mass participation in defense strategies during the war. The film depicts the roots of the war from a Vietnamese perspective, discussing resistance to the U.S. military and to economic underdevelopment brought on by years of French colonialism. Distributed by Third World Newsreel, New York, N.Y. 16 mm. Black and white. 40 min.

Public Enemy Number One (1981). The story of Australian journalist Wilfred Burchett, who reported on the Vietnam war from inside North Vietnam, Cambodia and China. Distributed by Filmmakers Library, 133 E. 58th Street, New York, NY 10022. 16 mm. Color. 58 min.

Report on North Vietnam (1965). Felix Greene's beautiful color slides and taped narrative present the tragedy of Vietnam's division after 1954. Distributed by AFSC, 2161 Massachusetts Ave., Cambridge, MA 02140. Slide show with r/r tape. Tape requires 5" takeup reel. Color. 30 min.

Review of the Sixties. Examines the 1960s as a "a pivotal point in our history" and includes footage of the Vietnam war and anti-war protests. Distributed by Document Associates, 211 E. 43rd Street, New York, NY 10017. Color. 44 min.

Sad Song of Yellow Skin (1970). A view of the Vietnam war by three young Americans conscripted by their own personal ideal of winning a different kind of peace. We visit a commune for homeless shoeshine boys, a cemetery shanty town that houses bar-girls, and the offices of the non-establishment news agency, Dispatch. Distributed by AFSC, 2161 Massachusetts Ave., Cambridge, MA 02140. 16mm. Color. 58 min.

The Seasons Change (1969). Fine documentary on the "police riot" in Chicago during the 1968 Democratic convention. Produced by Mobilization Against the War and the American Civil Liberties Union. Black and White. 45 min.

The Secret Agent (1983). The first comprehensive look at the debilitating effects of dioxin, an ingredient of the defoliant code-named Agent Orange used in Vietnam. This film focuses on the history of chemical warfare and the plight of the people exposed to Agent Orange during the war. A chemical company representative argues that the herbicide is safe and necessary, while the wife of a veteran and mother of a severely deformed child argues that corporate America has sacrificed her daughter for the sake of profits. Distributed by First Run Features, 100 Bleecker Street, New York, NY 10012. 16mm. Color. 57 min.

So the People Should Know (1972). Examines the government lies exposed by the release of the Pentagon Papers and the subsequent trial of Daniel Ellsberg and Anthony Russo. Produced by the Pentagon Papers Project. Distributed by Tricontinental Film Center, 2718 Telegraph Avenue, Berkeley, CA 94704. Black and white. 30 min.

Southeast Asia Since Vietnam: Territorial Turmoil (1980). Describes the turmoil after 1975 that still embroils Southeast Asia today—the Boat People, the expelled Chinese of Vietnam, the inhuman "utopia" of Pol Pot in Cambodia, the Sino-Soviet struggle for influence, and the teeming refugee camps in Thailand. Distributed by Social Studies School Service, 10200 Jefferson Blvd., P.O. Box 802, Culver City, CA 90232-0802, 1(800)421-4246. Color filmstrip with teacher's guide and a map of Southeast Asia on a spirit duplicating master.

Southeast Asia: The Other War (1965). Examines the relationship of governments and people in South Vietnam and Thailand, the battle for "hearts and minds." Distributed by Indiana University, Audio-Visual Department, Bloomington, IN 47405. (812) 337-2103. Black and white. 60 min.

Tell Them We Are People. A sympathetic depiction of people and daily life in Indochina including their feelings about the war. Some of the scenes are graphic and may be upsetting to students. Distributed by United Nations Association. (212) 721-1961. Filmstrip (126 frames) with record. Color. 20 min.

Tracks (1976). Study of a Vietnam veteran returning home on a cross-country train trip. Harrowing psychological portrait of the scars of his war experience. Distributed by International Rainbow Pictures, 933 N. La Brea Ave., Suite 202, Hollywood, CA (213) 851-4811.

The Trial of the Catonsville Nine (1972). Based on the trial of Daniel and Philip Berrigan and others who destroyed draft records in Catonsville, Maryland in 1968. Distributed by Cinema 5, 595 Madison Avenue, NY 10022. Color. 85 min.

The U.S. in Vietnam: How Did it Happen? (1975). Produced by a group of Boston-area high school teachers and scholars, this filmstrip provides a thought-provoking history of the war through 1975 and its impact on Southeast Asia and the U.S. Distributed by the AFSC, 2161 Massachusetts Avenue, Cambridge, MA 02140. Color Filmstrip, cassette tape, script, and discussion questions. 30 min.

Vietnam. A documentary about the war by the Soviet government. Distributed by International Historic Films, PO Box 29035, Chicago, IL 60629. 60 min. See also 32 min. USSR documentary called *Vietnam Report*.

Vietnam: An American Journey (1978). Shows Vietnam from the perspective of an American who returned to Vietnam in 1978 to document the war's legacy and Vietnam's efforts to rebuild itself. Director Robert Richter interviews workers and attends a circus, opera and ballet. He also stops at My Lai and interviews a survivor of the massacre. Distributed by AFSC, 2161 Massachusetts Avenue, Cambridge, MA 02140 16mm. Color. 88min.

Vietnam — The Bombing. A U.S. Army documentary on the bombing of Vietnam, the causes and the results. Distributed by International Historic Films, P.O. Box 29035, Chicago, IL 60629. 59 min.

Vietnam: Chronicle of a War (1981). Walter Cronkite narrates the history of the Vietnam war from the first U.S. planes sold to South Vietnam to President Ford's announcement of the end of the war. Includes such topics as the black market in Saigon, Vietcong, the Tet Offensive, Paris Peace Talks, search and destroy missions, Cambodia, dissension within U.S. ranks, panic at Da Nang airport, and the issue of the POWs and MIAs. Distributed by CBS/Fox Video, 1211 Avenue of the Americas, NYC 10036. 88 min. Also Social Studies School Service, 10200 Jefferson Blvd., P.O. Box 802, Culver City, CA 90232-0802, 1(800) 421-4246. Videocassette. Color. 88 min.

Vietnam: Five Years After the War (1980). This filmed report, produced by United Press International Television News, examines the country, its people, its new political alliances and its prospects for the future. Distributed by Journal Films, Inc, Evanston, IL. Color. 11 min.

Vietnam — An Historical Document (1975). CBS Report. Overview of Vietnamese history and the beginnings and end of U.S. involvement. Distributed by Carousel Films, 241 East 34th St., Room 304, NY 10016. 56 min.

Vietnam: Images of War. Produced by UPI Television News, this is a montage of scenes which made headline news during the fifteen years of the Vietnam war. Distributed by Journal Films, Inc., Evanston, IL. Video. Color. 26 min.

Vietnam: Journal of a War (1966). A fine BBC documentary covering the Buddhist revolt, North and South bombing, and civilian casualties. Distributed by AFSC, 2161 Massachusetts Ave., Cambridge, MA 02140. 55 min.

Vietnam: Lessons of a Lost War. All over the country, the facts and myths about the War are being re-examined. New facts, interpretations and never-before-seen film have been uncovered to shed light on some of the war's most controversial moments. Distributed by Films Incorporated, 1213 Wilmette Ave., Wilmette, IL. 60091; 1 (800) 323-4222. In IL: (312) 256-3200 collect.

Vietnam Memorial (1983). In November, 1982, 150,000 people gathered in Washington, D.C., for the National Salute to Vietnam Veterans. Captures the emotion of this five-day tribute, which included a parade honoring the returning veterans and the dedication of the Vietnam Memorial. The story is told from the perspective of veterans through interviews and informal conversations. Distributed by York/Wiley Productions. 52 min.

Vietnam: Newsreel Review (1967). U.S. government's official version of events. Distributed by International Historic Films, P.O. Box 29035, Chicago, IL 60629. 50 min.

Vietnam — Picking Up the Pieces (1977). Examination of developments inside Vietnam since the end of the War. Distributed by Downtown Community TV Center, 87 Lafayette St., New York, 10013. Color. 60 min.

Vietnam: A Television History (1983). This is the important 13-part television retrospective produced by WGBH Boston and broadcast by PBS. It examines the history of Vietnam from its beginning as a French colony in the 1940s until the fall of Saigon in 1975. Distributed by University of Missouri Film Video Library. (314) 822-3601. Color. Each episode is 60 minutes.

Vietnam: The 10,000 Day War. Thirteen one-hour episodes which extend from the roots of America's involvement in Vietnam to the various legacies, including post-traumatic-stress-disorder, Agent Orange effects, and the Boat People. Distributed by Embassy Home Entertainment, 1461 Ave. of the Stars, Los Angeles, CA 90067, (213) 553-3600.

Vietnam: Time of the Locust. An award-winning compilation on the Vietnam war, utilizing footage from numerous sources, including a Japanese television crew. Distributed by Promotions Plus, 6730 North Street, Dept. 1301, Tinley Park, IL 60477. 60 min.

Vietnam — The Tonkin Gulf Resolution: Turning Point (1982). Recalls the alleged 1964 Tonkin Gulf attack on two United States destroyers by North Vietnamese PT boats and the consequent Tonkin Gulf Resolution which supplied the legal basis for American military action in Vietnam. The program places these events in context, traces the results of the attack and the congressional resolution, and follows the course of America's deepening involvement in the war. Distributed by Social Studies School Service, 10200 Jefferson Boulevard, P.O. Box 802, Culver City, CA 90232-0802, (800)421-4246. Color filmstrip, cassette.

The War at Home (1976). Combines newsreel and documentary footage with interviews with many of the principal participants in the anti-war movement. Through a linear approach to the story and excellent documentation of events, the University of Wisconsin-Madison emerges as a symbolic center of the protest movement over the period 1963-1973. Distributed by New Front Films, also First Run Features. 16mm. Color. 105min.

Warriors' Women (1981). A sensitive and provocative portrait of veterans' wives who are struggling with a range of physical and emotional problems that afflict their husbands. Transcript available from PTV Publications, Box 701, Kent, Ohio 44240. Dorothy Tod Films. 16 mm. Color. 28 min.

The War Within. This award-winning documentary captures the personal lives of six highly decorated veterans of the war. All are patients at an innovative VA clinic in Menlo Park, California where, under the guidance of clinic founder Fred Gusman, they are encouraged to relieve the nightmares of Vietnam by talking about them. In Vietnam, they learned to form walls to avoid the pain of the sudden, violent loss of a friend; in Menlo Park they are taught to form bonds once again. Distributed by Films Incorporated, 1213 Wilmette

Ave., Wilmette, IL 60091; 1(800)323-4222. In IL (312)256-3200 collect. Videocassette.

Why Vietnam? (1965). This Department of Defense film offers the official U.S. policy for our involvement in Vietnam. Routinely shown to American troops on their way to war, the film presents the North Vietnamese invasion of the South as parallel to North Korea's invasion of South Korea and Hitler's invasion of eastern Europe. Distributed by International Historic Films, P.O. Box 29035, Chicago, IL 60629. 16mm. Black and White. 32 min.

Why Vietnam. Part I: *The Roots of U.S. Involvement; The Role of the Press* 55 min. Part II: *The Vets; The Vietnamese; Lessons of from the War* 46 min. Why Vietnam is based on a dramatic and historic conference called to distill lessons from the Vietnam war. The conference featured 80 distinguished participants, including playwright Arthur Miller, historian William Appleman Williams, Vietnam Veterans of America President Robert Muller, journalists Harrison Salisbury, David Halberstam, Keyes Beech and Morley Safer, and writers Frances Fitzgerald and William Shawcross among others. It also attracted a passionate group of Vietnam veterans and Vietnamese refugees who insisted on being heard. Distributed by Churchill Films, 662 N. Robertson Boulevard, Los Angeles, CA 90069-5089 (213) 657-5110.

Winter Soldier (1971). Part of the Winter Soldier Hearings held by the Vietnam Veterans against the War in Detroit in the early 1970s, the film shows GI's giving shocking testimony about war atrocities committed by U.S. soldiers. Distributed by AFSC, 2161 Massachusetts Ave., Cambridge, MA 02140. Black and white. 15 min.

SPEAKERS

In his recent essay in *Social Education,* Vietnam author and teacher Fred Wilcox, stated: "I encourage teachers to invite the men and women who served in Vietnam into their classrooms, not because they are victims or possess some Solomon-like wisdom, but because they know something one cannot learn from books, essays, lectures, or films. They are the most valuable resource you will find."

As a teacher of the Vietnam war myself, I have found this to be true. Veterans can add a personal and dramatic dimension to students' understanding of the war. In setting up the exercise, however, you need to remind students that veterans can only speak knowledgeably about their own personal experiences, and these vary widely. In fact, in my class, I try to organize a panel of three or four veterans, with participants differentiated by such crucial factors as branch of service, date of service (e.g. before or after the Tet Offensive) and/or assignment (both geographically and logistically). This forces students to listen actively and think critically before making any generalizations.

The best format for this discussion is a group interview. To be effective, this does require advance preparation. In the past, I have devoted up to a full class period for students to brainstorm questions to be asked. I call on them to evaluate those proposed to make sure all are relevant to the veteran experience and to eliminate redundancies, ambiguities, and bias. We practice our skill at paraphrasing in the process. We even decide which questions would be best to start with. Usually those who think up the questions are the ones who ask them in class.

Finally, I speak with the guests beforehand, assure them of the students' good will and interest, and advise them that they should feel free to decline to answer any question that makes them feel uncomfortable. In class, I sit next to the guests, introduce them and moderate the interview/discussion. These have always been both informative and emotionally powerful learning experiences for my students.

I feel that the same can be said for peace activists from the Vietnam war era. Many students also are intensely curious about the war at home and enjoy hearing first-hand accounts of events they have read about from people who were there.

You say you would like to bring such speakers into your classroom, but don't know where to find them? Well, you're in luck. Vietnam Veterans of America Foundation has just launched a campaign to organize speakers bureaus in its 400 chapters across the nation. You can call or write to them for references in your community. Other possible sources of classroom speakers are listed here as well.

NATIONAL VETERANS' ORGANIZATIONS

American Legion
P.O. Box 1055
700 N. Pennsylvania Street
Indianapolis, IN 46204
Robert W. Spanogle, National Adjutant (317) 635-8411

AMVETS
4647 Forbes Blvd.
Lanham, MD 20706
Morgan Ruph, National Executive Director (301) 459-9600

Veterans Administration
810 Vermont Avenue
Washington, DC 20420
Thomas K. Turnage, Administrator (202) 233-3775

Veterans of Foreign Wars
VFW Bldg.
Kansas City, MO 64111
Howard E. Vander-Clute Jr., Adjutant General
(816) 756-3390

Vietnam Veterans Against The War
P.O. Box 22592
Chicago, IL 60625
Bill Davis (312) 386-1413
Barry Romo (312) 327-5756

Vietnam Veterans of America Foundation
Suite 610
2001 S. Street, N.W.
Washington, D.C. 20009
Ken Berez (202) 332-0253

Vietnam Veterans Foreign Policy Watch
P.O. Box 65434
Washington, D.C. 20035-5434
Contact: Bill Lindsey (202) 726-0971, or
Bart Tippets (703) 845-5735

NATIONAL PEACE ORGANIZATIONS

American Friends Service Committee
1501 Cherry Street
Philadelphia, PA 19102
(215) 241-7000

Central Committee for Conscientious Objectors
2208 South Street
Philadelphia, PA 19146 (215) 545-4626

Citizen Soldier
175 Fifth Avenue
New York, NY 10010 (212) 777-3470

Clergy & Laity Concerned
198 Broadway #302
New York, NY 10038 (212) 964-6730

Committee Against Registration and the Draft
201 Massachusetts Ave, NE
Washington, DC 20002 (202) 547-4340

Fellowship of Reconciliation
Box 271
Nyack, NY 10960 (914) 358-4601

Mobilization for Survival
48 St. Marks Place
New York, NY 10003 (221) 460-8545

War Resisters' League
339 Lafayette Street
New York, NY 10012 (212) 228-0450

PROJECTS and CLASSROOM ACTIVITIES

UNIT 1: Introduction to Vietnam: Land, History and Culture

Suggested Research Projects

1. Go to any library and find a high school textbook with sections about other countries, published prior to 1960, and compare it to one published in the 1970s. If you have trouble finding an old textbook, ask your librarian for help. If no textbooks are available, use news magazines or newspapers from the same periods.

Read the sections that deal with Vietnam, Indochina and/or Southeast Asia. What differences, if any, do you find between portrayals of the people in the pre-1960s materials as compared to portrayals published in the 1970s? How do both books compare to portrayals in this unit? Make lists of topics covered and descriptive adjectives used, note the differences and present them to your classmates. How do you account for the differences found?

2. Research and write a 500-1500 word paper about what has happened in Vietnam since the war ended in 1975. You might want to focus on a specific area of interest, such as rebuilding and economic development, trade, foreign policy, domestic politics, medical research, etc.

3. Find and read an historical novel or book or an anthropological study about Vietnam that was written by a citizen of a nation never militarily involved in the region. Make a list of ten new perspectives or facts about the region that you haven't read or heard before.

4. If possible, interview refugees from Southeast Asia about their perceptions of the region's diverse cultural groups. Ask them what they see as the basic similarities and differences between these peoples. Also ask them what they think Americans would see as the basic similarities and differences between them. Finally, ask some Americans this same question. Discuss how the question of similar and different depends on closeness and distance.

Classroom Activities

1. Pair-off with a classmate and find a good map of Southeast Asia. Make a list of ten things that one could say about the Vietnamese people just from information contained in the map. Discuss the importance of geography in determining a people's history and culture.

2. Organize a Vietnamese lunch for the class. Do the research necessary to select a simple but typical menu. Get some of your classmates involved in preparing this meal. Finally, find some recorded Vietnamese music to play during the meal.

Major Activities

The Essence of Vietnam

Introduction:

Since the end of the war in 1975, there have been numerous films and TV shows about Americans in Vietnam. In most of these productions the Vietnamese people are shown only as villains, victims or passive bystanders. The purpose of this activity is to have students plan a film in which the central characters are Vietnamese, not Americans. The action should be based on popular themes from Vietnamese history and literature.

Objectives:

Upon completion, participants will be able to:

1. Identify important values, customs, and themes that distinguish Vietnamese culture;

2. Build these cultural characteristics into a plot for a film set in Vietnam today;

3. Compare the proposed plot to one or more American films about Vietnam, focusing on biases and/or stereotypes.

Materials:

Videotapes of American films on Vietnam. (See the AV-Resource Guide in the Teacher's Manual for suggestions. You should be able to rent any of these films from a local video outlet for as little as $2-3.00).

Time:

Two to three hours

Procedures:

1. Ask the students which films they have seen about Vietnam. What impressions of the land and the people did these films give them? What differences did they see between the images of Vietnam in the film(s) and what they read in this unit? What was distorted? What was omitted? How would the students have felt if Americans were presented in this way?

2. Divide the class into groups of 3-4 students. Tell them that each group will have a chance to write their own story for a film on Vietnam. They will be able to exercise their creativity, but must fulfill these criteria:

* The main characters must be traditional Vietnamese.
* The physical setting (climate, houses, clothing, food) must be based on information in this unit.
* The plot must center around a popular theme in Vietnamese history or literature, like struggle, national independence, and the conflict between tradition and change.
* The film should have a strong feeling for the Vietnamese people.

3. Ask each group to submit its plot in writing and to act out a brief (4-5 minute) scene from their film. The class may vote on which group's scene best reflects the culture and values of Vietnam. Evaluate each group's overall plot based

on the criteria above and on how well they incorporated information from the unit.

4. (optional) Show excerpts from one or more of the films on Vietnam you rented. Ask students to point out distortions, omissions and/or stereotypes in the films. Which scenes in the film(s) seem most authentic? Which might be offensive to some Vietnamese?

5. Ask the class to reflect on the sources of their images and ideas about the world. How much of it might come from popular culture that is biased in its presentation? To what extent do they think this represents deliberate prejudice? To what extent does it represent unconscious ethnocentrism—the tendency to see only one's own group as natural and right and to judge all other groups by the standards of one's own group. Do such misperceptions influence foreign policy decisions? If so, how and with what consequences? What, if anything, can be done about this?

Most Favored Outcome of the War

Introduction:

There were many factions involved in the Vietnam War. In this role-play activity, students describe the positions of several of the major players and suggest compromises that might have led to a different outcome of the war.

Objectives:

Upon completion, students will be able to:

1. Understand the positions of various important players on both sides of the Vietnam War;
2. Propose a compromise position; and
3. Propose actions to achieve that compromise.

Materials:

Chalkboard and chalk or poster paper or newsprint and markers and masking tape.

Time:

About three hours

Procedures:

1. Have students form small groups of 3-4. Randomly identify each small group as one of the following eight groups:

* Advisors to the President of the United States.
* Advisors to the President of South Vietnam.
* Advisors to the President of North Vietnam.
* Leaders, National Liberation Front.
* Pro-communist Vietnamese citizens.
* Anti-communist Vietnamese citizens.
* Pro-war U.S. citizens.
* Anti-war U.S. citizens.

Each of these groups has the task of presenting a proposal that represents its "most favored outcome for the war" and to justify it with reasons. Specifically, each must: (1) learn the actual position of the role they are assigned; (2) list at least five reasons to support this position; and (3) make their case to the whole class.

2. After the roles have been assigned, have each group spend 1-2 class periods conducting background research on its role. They should use both the text of the unit and library resources for their study. When the research is completed, each group should meet (in or out of class) to reach a consensus on its position, to state it clearly, and to list at least five reasons to support this position. Each group should write its position and reasons on the chalkboard, poster paper or newsprint taped around the classroom.

3. Give the class 10-15 minutes to study the positions and reasons presented by the other groups.

4. Ask each group to select a spokesperson to report its findings to the class. Limit each report to five minutes.

5. Following the reports, discuss these questions with the entire class:

a. Which, if any, position and reasons seem (a) to be the most reasonable? (b) to be factually correct? (c) to be the most just? (d) to be the most self-interested?

b. Or are all the positions equally legitimate depending on where you stand?

c. What outcome was closest to reconciling all the different positions? Could such an outcome have been achieved? If yes, how? If no, why not?

d. In retrospect, what might each of these groups have done to more effectively promote their favored outcome? What, if any, larger consequences might there have been?

e. Can you identify underlying needs different groups shared even though their positions were in conflict with each other? Think about needs for safety, recognition, control, prestige, profit, principled behavior, and others.

f. Now think about how your group might modify its position so that it still embodies your underlying needs but comes closer to a compromise with either the positions(s) or your perception of the needs of the other group(s).

g. Why do you think this process didn't occur?

UNIT 2: America at War in Vietnam: Decisions and Consequences

Suggested Research Projects

1. The U.S.S.R. has had troops in Afghanistan since 1979. Many have called this guerrilla war stalemate the "Soviet Vietnam." Research this war. Compare and contrast these two wars in class discussion.

2. The overthrow of the Diem government in 1963 was a key incident in deepening U.S. involvement in Vietnam. Research other incidents in which the U.S. government has acted to influence or overthrow foreign governments (e.g. Nicaragua in 1933, Iran in 1953, Guatemala in 1954, the Dominican Republic in 1965, Chile in 1973, Grenada in 1983, etc.). What were the results? Specify the conditions, if any, under which the U.S. would be right to intervene militarily in other countries. Also, specify the conditions under which the U.S. would be able to do so successfully.

3. Investigate the "spillover" of the war in Vietnam to the neighboring countries of Laos and Cambodia. Answer the following questions:

a. Why did the war spill over into Laos and Cambodia?

b. What was the nature of U.S. military operations in those countries?

c. What ethical/moral considerations does such involve-

ment raise?

d. Why were most of these operations conducted in secret?

e. Is it realistic for a government in war time to "tell all" to its citizens?

f. What are the risks of openness? Of secrecy?

4. During the Vietnam war, pro-war advocates claimed the situation was similar to that in Europe in 1938 when the allied powers failed to stand up to Hitler's demands for more territory. This justification for U.S. intervention in Vietnam was called the Munich analogy. Have students research and list the similarities and differences between these two periods and events. Is the analogy valid?

Some say that U.S. policy in Central America today is influenced by a Vietnam analogy. Other students might do research on the current situation in Central America, following the same procedure.

You may want to organize class presentations in the form of a debate on the validity of these two analogies:

a. Resolved that, based on the Munich analogy, the U.S. should intervene with troops in Central America vs. the Munich analogy does not constitute a justification for intervention in Central America.

b. Resolved that, based on the Vietnam analogy, the U.S. should abstain from sending troops to Central America vs. the Vietnam analogy does not constitute a justification for ruling out intervention in Central America.

Classroom Activities

Role-Playing a Forum on the Nature of the War

Introduction:

Did the war in Vietnam begin as a result of North Vietnam's invasion of the South or as a result of South Vietnam's refusal to participate in the 1956 unification election and repression of political dissent? In other words, was it an international war of communist aggression, a civil war, or a revolutionary war?

The year is 1967 and the faculty and students at your school decide to host a forum to debate the origins and nature of the war. Several speakers representing all sides of this question are invited to speak.

Objectives:

Upon completion, students should:

1. Understand how central this historical question was to justifying the positions of groups for and against the war;

2. Understand the interests and reasons central to the arguments of groups for and against the war;

3. Get a sense of the emotional intensity of this debate.

Materials: To help students prepare, have them re-read Units 1 and 2. You also might want to provide them with the following documents:

Department of State Bulletin, "The White Paper on Vietnam," 1965, No. 7839. Stone, I. F. "A Reply to the White Paper." *I.F. Stone's Weekly*, March 8, 1965.

Procedures:

Representatives from the following groups might be included in the forum:

State Department
Senate Foreign Relations Committee
Pentagon
House Armed Services Committee
Congressional Hawks
Congressional Doves
Pro-war Faculty
Anti-war Faculty
Pro-war Students
Anti-war Students (e.g. Young Americans for Freedom)
(e.g. Students for a Democratic Society)
Pro-war Citizens' Group
Anti-war Citizens' Group
(e.g. John Birch Society) (e.g. War Resisters' League)

Debriefing Questions

1. What position did each representative take on the origins of the war?

2. How do you think the institutional and personal interests of these representatives influenced their position on the issue?

3. Why were these questions so hotly debated during the war?

4. Is there any difference in objectivity between those in political office and those outside?

5. Is it important that all points of view be represented? Were there any missing in this debate? What might be the consequences of such exclusion?

6. How do you decide who or what to believe when there are different sides on a complex issue? What criteria and procedures might you use in sorting out and evaluating the different arguments?

Role-Playing the Origins of U.S. Involvement

(Adapted from an activity by William Bigelow, Jefferson High School, Portland, Oregon)

Introduction:

This role-play should be used with reference to the first critical decision confronting U.S. leaders in this unit — whether to support Ho Chi Minh's appeal for U.S. moral support for Vietnamese independence or France's appeal for U.S. military assistance to regain control of its former colony. The time is around 1946.

Objectives:

1. To enable students to think systematically about U.S. national interest;

2. To enable students to conceptualize such interest in terms of alternative foreign policy choices and their potential consequences;

3. To promote a clearer understanding of the interests and concerns of the principal actors at this stage in Vietnamese history — France and the Vietminh;

4. To establish an historical base for understanding Vietnamese perception of the U.S. in later years.

Time:

One class period. The role-play itself can take from 15-20 minutes, depending on how well it is going.

Materials:

No materials are needed, but the activity works even better if it is introduced by the first 15-20 minutes of the Public Broadcasting System's first episode, "Roots of a War," from its series, *Vietnam: A Television History*. It is available in VHS format video. The episode provides a brief overview of

early Vietnamese history through the French colonial period, 1858-1941; the Japanese occupation of World War II; and Vietminh collaboration with the U.S. OSS. The narrative then proceeds to the independence celebration led by Ho Chi Minh in Hanoi in September 2, 1945. It is a joyous ceremony — the first public event at which the Vietnamese national anthem is sung. The crowd cheers the United States as a plane adorned with the Stars and Stripes flies overhead. Soon after, Ho begins sending messages to President Truman, imploring him to recognize the new Democratic Republic of Vietnam. If you use this video, stop it here and set up the role-play. If not, introduce this role-play with a summary of the basic facts covered in Units 1 and 2.

Procedures:

1. Choose five volunteers each for French and Vietminh delegations to President Harry S. Truman.

2. Choose two volunteers to assist you as the President's advisors.

3. Provide each group with the appropriate role-play hand-out and ask them to prepare a presentation to President Truman that will persuade him to give them the support they are seeking. Advise them to review the "five P's" in the introduction to Unit 2 and to formulate their presentation in such a way as to appeal most effectively to U.S. national interest. Advise them further to decide who will speak for them at the meeting and what points they will emphasize

4. Give Truman's advisors their hand-out.

5. Plan to conduct the role-play during the next class meeting.

6. During the next class meeting, introduce the role-play by showing the first part of "Roots of War" or summarizing the historical situation up to and including the Vietnamese independence celebration of September 2, 1945.

7. Unless students are experienced role players, this activity works best with the teacher acting as President Truman — setting the climate and pushing the action.

8. You can set up the role-play with both sides alternating presentations or with each side meeting with you separately. Jerry Starr has had good results in staging the joint meeting first and allowing a short private meeting later. What usually comes out in the second role-play is less effort to justify itself to its antagonist and a more direct appeal to U.S. national interest.

9. Questions for debriefing:

a. What were the arguments made by the French? Classify them according to the five P's.

b. What were the arguments made by the Vietminh? Classify them according to the five P's.

c. If you were President Truman, with what U.S. interests would you be most concerned?

d. Which arguments did you find most appealing in terms of U.S. national interest?

e. Which arguments did you find most morally compelling?

f. Did such a meeting ever take place? If not, why not?

g. Why do you think Truman made that decision?

In conclusion, you should emphasize that the European desk prevailed over the Far Eastern desk of the U.S. State Department in this controversy, that this was because of the greater importance of Europe to U.S. national interest, but that such interest did not dictate U.S. military assistance to France's efforts to re-colonize Vietnam. The U.S. was in a position to influence French policy but chose to go along with its imperial ambitions. Why? Close with a discussion of the pervasive influence of anti-communist Cold War thinking on U.S. policy-making during this period.

UNIT 3: Was the Vietnam War Legal?

Introduction for the Teacher

Some of the primary source documents used in Unit 3: "Was the Vietnam War Legal?" are excerpts from speeches and debates which help students understand the differing interpretations of the facts of the period. Having two students play the roles and read aloud the words of Senator Burke Hickenlooper of Iowa and Attorney General Nicholas Katzenbach, for example, will make the nature of the disagreements between them more evident.

A couple of the documents don't lend themselves to such dramatization. They demand close textual analysis in order for students to be able to get the most out of them. Merely paraphrasing them, on the other hand, would remove the nub of the argument because controversy often surrounded the precise wording of the documents. In order for the teacher to focus the discussion on the most relevant phrases, it is best to go over those documents in your classroom. Students will need your guidance and probing questions to recognize the subtleties of phrase which are so important in documents like the Gulf of Tonkin Resolution or the War Powers Act.

Suggested Research Projects

1. Investigate the legal arguments that the Vietcong and North Vietnam used to justify their actions in South Vietnam. Ask your teacher and/or librarian to guide your research. Documents to be examined would include the 1954 Geneva Accords and the Paris Peace treaty, signed in January 1973. Sources include newspapers and magazines of the period, books and journals on international law, and political histories. Report your findings to the class and lead a discussion on the legal claims of the communists in the war.

2. Search the *Congressional Record* for debates on the 1973 War Powers Act. Write a three-page report summarizing your findings. Such a debate occurred in 1987 with respect to U.S.-Iran naval engagements in the Persian Gulf. The issue also has arisen concerning U.S. military maneuvers in Central America, peacekeeping in Lebanon and at other times.

3. Write a 1-2 page "International Legal Chapter" with 10-20 rules of war with which you believe most nations would agree. Your chapter might include such things as the definition of sovereignty, criteria for a plea of self-defense, or the rules of engagement after hostilities have been initiated.

4. Organize a class or school-wide panel discussion of the Constitution as it relates to the separation of powers and the making of foreign policy,including the use of American

military forces. Invite such experts as an historian, a legal scholar, a foreign policy expert, and a representative of your Congressperson's office, if possible. Another panel discussion could be organized to address the moral as well as the legal aspects of war. Experts for this latter panel might include a member of the military services, a member of the clergy, and a philosopher or ethics scholar. If such experts cannot be found, assign the same roles to students and have them prepare to represent appropriate perspectives for such panel discussions.

Classroom Activities

Legal Issues Raised by the War

Introduction:

In this activity students play the roles of Presidential "Kitchen Cabinet" members to offer the President advice as to which individuals are the most important and best qualified to help him/her make a decision about potential direct military involvement in Vietnam — particularly in regard to legal issues. They also are asked to rank their lists of recommended advisors.

Objectives:

Upon completion of this activity, students will be able to:

1. Better understand the relative importance of various roles in advising the President on legal aspects of committing American military forces to action.

Materials:

Handout: "President's Task Force Memo"
Posterpaper, markers, tape

Time:

One class period

Procedures:

1. Divide the class into groups of "Presidential 'Kitchen Cabinet' Legal Task Forces," each group to be composed of:

* The President
* Attorney General
* Secretary of State
* Secretary of Defense
* Chairman, Joint Chiefs of Staff
* National Security Advisor
* White House Chief of Staff

2. Provide each group with a copy of the handout, "President's Task Force Memo." The purpose of the handout is to describe tasks that members are to accomplish. Their tasks are two-fold and are supposed to help the President make his/her decision on whether or not to commit U.S. military forces to combat in Vietnam.

a. The Task Force's first task is to recommend with which ten cabinet members, members of Congress, advisors or experts the President should consult before making the decision in question — particularly as it relates to legal ramifications.

b. Their second task is to rank this list of ten according to importance in advising the President about such a decision. Give groups 15-20 minutes to make their lists. Have them write their lists on posterpaper and tape the lists up around the room.

3. Let members of all the groups study the lists of other groups for 5-10 minutes. Then ask and discuss the following questions:

a. As it relates to legal advice concerning such decisions, what Administration official or other type of advisor do you believe is the single most important in helping a President make such a decision? Why? (There may be several different responses to this question. Attempt to work the class to consensus as an exercise, if you are so inclined.)

b. How wise and/or practical is it for a President to rely on the advice of only one or a few individuals in making such decisions?

c. How important do you believe legal advice is in making such decisions? Are there situations for which legal questions are of little or no relevance? If yes, give an example.

d. Would the order of your list change if legal considerations were not relevant? If yes, how would it change?

e. When does Congress, rather than the President, make the decision to introduce U.S. military forces into an area?

f. Can you recommend a decision-making process that is better than those currently used?

The Tonkin Resolution: A Debate

Introduction:

One lingering question from the Vietnam War has been whether or not it was legal for the U.S. to become militarily involved in Vietnam, given the international agreements and constitutional laws which were supposed to regulate the U.S. foreign policy. In this activity, students play the roles of U.S. Senators and representatives of international bodies to debate — based on the relevant treaties, laws, and official government opinions — the Tonkin Gulf Resolution. The activity presents an opportunity to evaluate whether this decision, including the arguments made to justify it, was legal; that is in compliance with international agreements and constitutional laws intended to govern U.S. foreign policy.

Objectives:

Upon completion, participants will be able to:

1. Better understand the domestic and international legal issues related to U.S. military intervention in Vietnam;

2. Better understand the conflicting interests and perspectives of the principal forces involved in the decision to intervene militarily in Vietnam.

Materials:

Documents in the Unit

Time:

Approximately 1-2 class periods

Procedures:

1. (DAY 1) Set the stage for this role-play by informing students that: (1) when they convene next, the classroom will become the U.S. Senate; (2) the first item on the docket will be to debate and vote on the Tonkin Gulf Resolution submitted by President Johnson; (3) the debate will feature senators in favor of and opposed to the resolution as well as officials from the United Nations and S.E.A.T.O. to represent the interests of their organizations; (4) the undecided Senators will hear the various arguments and ask questions. They then will vote on the resolution and explain why they voted the way they did. Finally, the whole class will discuss the Resolution and its

implications and the process whereby Congress participates in foreign policy decision-making.

2. Assign students to the following groups:

* U.S. Senators for the Tonkin Gulf Resolution (5+)
* U.S. Senators opposed to the Tonkin Gulf Resolution (5+)
* S.E.A.T.O. Representatives (5+)
* U.N. Charter Representatives (5+)
* Undecided U.S. Senators (5+)

3. Preview the Agenda for the next meeting:

a. A 3-5 minute opening statement by proponents of the Resolution;

b. A 3-5 minute opening statement by opponents of the Resolution;

c. A 3-5 minute statement of support for the Resolution by S.E.A.T.O. representatives;

d. A 3-5 minute statement of opposition to the Resolution by U.N. Charter representatives;

e. A 2-3 minute rebuttal by Senators in favor of the Resolution;

f. A 2-3 minute rebuttal by Senators opposed to the Resolution;

g. A series of 4 questions, one to each group, by the undecided Senators, with a limit of one minute to respond to each;

h. A 5-minute recess while the undecided Senators vote;

i. The undecided Senators announce their vote and explain their reasons for it;

j. General discussion of the issue and its implications for the process of foreign policy decision-making in the Congress.

4. Advise the class that each goup will be given instructions on how to prepare for the debate, but that everyone must read Unit 3 carefully before the next meeting.

5. Hand out the instructions and make sure they are understood before dismissing class;

6. (DAY 2) On the day of the debate, the teacher should act as timekeeper and moderator to keep students in role and keep the process moving;

7. In de-briefing the undecided U.S. Senators regarding their votes on the Resolution, you might ask:

a. What, in your mind, were the strongest reasons presented for supporting the Resolution?

b. What were the strongest reasons presented for opposing the Resolution?

c. How did you choose between them? What criteria did you use? Do you still have any doubts?

8. In debriefing the entire class you might ask:

a. Is the debate format the best method for making such decisions? Why? Why not?

b. Were all relevant interests represented in the debate? Who was missing? Would this have made a difference?

c. Does it make sense to talk about legal and illegal wars between nations? Who or what decides such matters?

d. Can a war be "just," but not legal? Can a war be legal, but not just? Explain.

e. How important do you think the issue of legality is in influencing a nation's decision to go to war? What other factors might enter into such a decision?

f. How important do you think the issue of legality is in influencing how other nations respond to combatants in a war?

g. Why do you believe the U.S. Constitution requires an official declaration by Congress before any U.S. President can conduct war? Is this requirement still valid in today's world? Why? Why not?

h. Do you believe that war can ever be outlawed by international law enforcement? Why or why not?

UNIT 4: Who Fought for the U.S.?

Suggested Research Projects

1. Conduct personal interviews with black, white, Hispanic and Asian veterans in order to compare their different experiences of the war. Base your questions on the information in this unit and your own ideas.

2. Many communities had draft counseling services, especially on or near college campuses. Some were affiliated with churches and synagogues, others with pacifist organizations like the Fellowship of Reconciliation or War Resisters' League. Find some individuals who worked at these counseling centers and ask them to come and share their experiences with the class.

3. Go to a library with a good periodical collection and compare news magazines published over 1965-67 with those published over 1969-71 with regard to the following themes: drug use, racial conflict, fragging, draft resistance and desertion.

4. How do you think racial groups get along in your school and community? Do your own research by reading back issues of the local newspaper and interviewing local authorities and ordinary people. Do blacks, whites, Hispanics and/or Asians socialize together? often? sometimes? almost never? When and where? How well are these groups doing economically? For example, who have the good jobs? Make more money? Own their own homes? Which groups are represented in your town's government? Now speak with local military recruiters and ask which groups are most represented in the armed forces. Organize your information into an oral report to the class.

5. Interview an immigrant who lived in Vietnam sometime over 1965-1970. Ask him or her about his or her experiences with Americans. Has his or her life changed since coming to the U.S.? Has he or she experienced any racial prejudice?

Classroom Activities

Examining Racism

Introduction:

One of the most bitter legacies of the Vietnam War is the racism that influenced which men were selected for military service and how the Vietnamese people were treated. For many reasons, the Vietnam War seemed to further inflame the racial antagonisms already burning in the United States during the 1960s and into the 1970s. This activity examines the various forms of racism that were evident during the war.

Objectives:

Upon completion, students will be able to:

1. Define the term "racism" and provide examples of racism in present day society and in history;

2. Identify examples of racism in the Selective Service System, the Armed Forces of the U.S., and towards the Vietnamese people during the Vietnam War;

3. Analyze data that illustrate examples of racism in each of these three areas;

4. Evaluate the likely impacts and role of racism on the U.S. military effort in the Vietnam War.

Time: 2-3 class periods

Materials:

Handout: "A Racist Legacy"

Posterpaper, markers, crayons, tape

Procedures:

1. (DAY 1) Introduce this activity by asking each student to write a simple definition and one example of the term "racism." Sample the responses and come to agreement on a workable definition of racism. The definition should emphasize that racism entails negative attitudes and actions toward members of another racial group, whether performed by an institution or other persons. A specific definition of racism is: the belief that human groups can be validly grouped on the basis of their biological traits, and that the identifiable groups inherit certain mental, personality, and cultural characteristics which determine their behavior. In U.S. history, racism has most commonly been found in examples of whites mistreating people of color such as blacks, Hispanics, and/or Asians. Sample some of the examples of racism. Finally, survey students on what they believe to be some of the reasons for racism. What sorts of things would make someone behave like a racist? For example, ignorance, economic competition, emotional disorder, childhood training, social pressure, etc.

2. Divide students into three groups of equal size. One group will examine racism in the Selective Service System, one will examine racism within the U.S. Armed Forces, and one will examine racism toward the Vietnamese people. Give each group a copy the handout "A Racist Legacy." Review the directions. Each group has the same tasks, even though they have different topics. Provide groups with posterpaper, makers, and crayons, and allow the remainder of the period for groups to work.

3. (DAY 2) Allow groups to spend the first ten minutes of class preparing to teach their information to the rest of the class. After all are finished, begin the presentations. Students may ask questions for clarification at this point, but should avoid argumentative types of questions. Leave posters on the wall when each group finishes its presentation. If you want to evaluate the presentations and posters, it would be appropriate to give a rating of 1-10 on each of the three characteristics of accuracy, clarity, and creativity. When all three presentations are completed, ask these questions:

a. How do you feel about the information that you have researched and have just heard?

b. What reasons can you identify for the instances of racism that have been presented?

c. If you were a representative of the U.S. military, what reasons/explanations would you present for this pattern of racism in the armed forces towards the Vietnamese people?

d. If you were a board member of the Selective Service, what reasons/explanations would you offer for the seemingly racist pattern of drafting individuals for service in the military during the Vietnam War?

e. What impacts do you think racism had on the U.S. effort in the Vietnam War?

f. How would you prevent these instances of racism in the future?

4. Conclude the activity by leaving the posters on the wall and by asking all students to anonymously answer these three questions on a half sheet of paper. Collect the papers and read aloud.

a. During this activity, I was surprised to learn....

b. I wondered whether I might be racist when....

c. Regarding people who are different from me, I plan to...

Graphing the Vietnam Generation

Introduction:

Often, a large amount of information is presented to students in hopes that they will better understand a particular facet of history. Unfortunately, a common result is that the information tends to overwhelm the student rather than provide the clarity desired. One example of this would be the information provided in the reading about what happened to individuals who were of draftable age during the Vietnam War era. Data are provided in both narrative and graphic formats. Despite this, many students probably still would be somewhat unclear about what choices were available and which were most popular. This activity helps students more clearly see this vital information.

Objectives:

Upon completion, students will be able to:

1. Transfer narrative and graphic information into a histogram;

2. Identify patterns among the decisions made by draft age persons during the Vietnam War era;

3. Evaluate the potential effectiveness of the Selective Service System during the Vietnam War era;

4. State the various choices and consequences of those choices facing draft age individuals during the Vietnam War era.

Time: 2 class periods

Materials:

Figure II from the reading

Posterpaper, markers, tape

Procedures:

1. (DAY 1) Begin this activity by asking students to turn to Figure II in the reading. Sample opinions on the information shown on the chart, then ask pairs of students to write two generalizations about the information shown. Sample these generalizations and discuss whether it was easy or hard to create them. It should have been relatively difficult to come up with all but the most obvious general statements, because the chart does not automatically lend itself to quick analysis. Finally, ask students if there are any terms on the chart that they do not understand. This is important, as the activity will demand a basic understanding of these terms.

2. Form groups of five students. Explain the following group task: (It would be helpful to write this information on the chalkboard.) Provide posterpaper and markers to each group and let them begin. Circulate to check that groups are following the basic directions.

a. Your group task is to turn the information found in Figure II into a series of bar graphs (histograms).

b. You will need to create a scale, appropriate symbols, and other tools to clearly present this information.

c. Your project will be evaluated on its accuracy, clarity, completeness, and creativity. Essentially, you are making a teaching tool to present information on what happened to The Vietnam Generation. Making it interesting, informative, easy to read, and accurate.

d. You will have the remainder of the period and first 20 minutes of the next period to complete this project. All group members must be involved.

e. Your posters will be placed around the room when you are finished. Create something of which you can be proud.

3. (DAY 2) Begin the period by having students gather in their groups. Remind them of their tasks, and give them a few minutes to complete them.

4. When completed, have them tape their posters up around the room. Have each student look at all of the posters and then write three new generalizations about what happened to the Vietnam Generation. Sample the generalizations. Discuss whether it was easier or harder to think of generalizations after having spent portions of the last two periods manipulating the data and looking at them in this new way. Some other issues to pursue are:

a. What items from Figure II stand out most now?

b. Were most individuals of The Vietnam Generation directly touched by the war (i.e. either went to Vietnam or were clearly punished for not doing so)?

c. Compare the experiences of males and females as portrayed in this chart.

d. Did most males who avoided military service during this period use legitimate or illegitimate means to do this?

e. How might a similar chart for WW II differ from this one? What do your answers tell you about the different perceptions and opinions regarding WW II and the Vietnam War?

f. In what ways did turning the information from the format of Figure II into the bar graphs help you better understand the information?

5. Conclude the activity by asking students to write a short (half page) response to this question: In what ways did the Vietnam War touch the lives of Americans born between 1946 and 1953?

Facing the Draft

Objectives:

1. To recognize that the peacetime Selective Service policy in effect during the Vietnam War allowed for numerous deferments and exemptions from military service generally and Vietnam service in particular;

2. To recognize that the deferments and exemptions were consistent with the "manpower channeling" function of Selective Service — that is, they were intended to steer young men into fields considered to be in the "national interest";

3. To recognize that many deferments and exemptions were realistically available only to individuals of education and means;

4. To recognize that different individuals made different choices regarding military service and Vietnam depending on their backgrounds and values;

5. To recognize that all persons had to be able to justify their choice to representatives of the Selective Service System;

6. To recognize that the decisions of individual draft boards were influenced by the prejudices of their members and the requirement to meet recruitment quotas which varied according to the demographics of the area and the demands of Military Assistance Command in Vietnam;

7. To provide the opportunity for the students to analyze the positions of various individuals concerning the Vietnam War and to present and argue one position, thereby personally experiencing the various moral dilemmas that people faced during the Vietnam War.

DAY 1 ROLE PLAY

Procedures:

1. Introduce the role play.

2. Read aloud paragraph 2 of page 3 in the text.

3. Distribute roles to the students. Allow the students to study the role for a few minutes. Tell them to think about their character's views and what things the person would think were important.

4. Explain that everyone will receive a role which he or she is to try to perform as accurately as he or she can within the constraints of the description of his or her character. Some of the roles are those of the eight seniors of a high school basketball team while others are of members of a draft board or individuals who might help young men as they make the decisions about their relationship to the military.

5. During DAY 1 of the role play, all of the team members must make and announce a decision on what they will do regarding military service and Vietnam. They have the option to say that they are confused and to indicate that they will seek additional information from either an attorney, a draft counselor, or a military recruiter.

6. The students taking part in the role play should come forward and sit so that they can see each other. Each should receive and put on a name tag so that others will be able to clearly see the names of the characters.

7. Introduce the role play. These young men are all seniors in high school. They are members of the same high school basketball team. Marshal and Bobby are co-captains of the team. All of the characters are interested in the success of the team for the rest of the season and the championship play-offs next month. They are pretty good friends. Of course, all are concerned about their futures after graduation and prospects for the draft. (The teacher then reads the introduction to the role play and the students pick up the dialog and continue the discussion as they believe the situation would develop.)

8. At the end of day 1 those youth who declared their intentions to consult others to help reach a decision, must consult the appropriate counselor.

DAY 2 ROLE PLAY

Procedures:

1. Teachers should explain that the draft boards have the responsiblity to provide a number of soldiers each month from the pool of potential candidates in their district. Members are influenced by their personal positions, by the directives they receive from the Selective Service, and their quotas. Citizens should come prepared to present evidence and answer questions.

2. The teacher assigns five students with roles for draft board members to serve on the local board for one enactment of the role play. The teacher gives the members of the draft board the general written instructions and a war status report. In additional enactments of the role play, the members of the draft board and the war status can be changed so that there will be other possible outcomes.

3. When the students enact the role play, the teacher has all the citizens appear. After a citizen's presentation, the members of the draft board may ask any questions they have. When all of the questioning is completed for a citizen, the board members will write down their own recommendation for the status of that citizen. Following each presentation, the board members confer and decide upon the final status for each of the citizens. If there is no consensus, majority decision prevails. Citizens are then informed of the decision in front of the class.

4. Debrief the role play. The following questions are a guide for the debriefing.

a. The members of the draft board should be asked about how they felt in making their decisions. Did they enjoy having such authority? Did they have any doubts about the process? Any regrets about particular decisions?

b. Did the citizens feel they prepared well for their presentations?

c. What specific evidence did they use to help support their positions?

d. What additional evidence might they have used?

e. What questions were the most difficult for the citizens to answer?

f. What did it feel like to have your future in the hands of a panel of people you've never met?

g. Do the class members feel that the citizens received fair hearings from the board?

h. Did the class feel the young men were encouraged to do what was in the "best interest of the nation" by the actions of the draft board?

i. Were the draft boards consistent in their judgments?

5. Conclude the lesson by:

a. Asking each character to briefly review the position of their character.

b. Discuss how the participants felt about their characters.

c. Identify those things the characters valued the most.

UNIT 5: How the U.S. Fought the War

Suggested Research Projects

1. Interview at least three Vietnam veterans regarding their experiences with search and destroy missions, pacification programs, and the airwar. Compare their experiences with the reading.

2. Refugees from Vietnam have made new lives in many U.S. communities. Interview a Vietnamese refugee regarding his/her experiences during the Vietnam War era.

3. Do library research on the racial make-up of the military during the Vietnam War era. Find percentages of black, white, and Hispanic draftees, enlistees, actual combat infantrymen, and officers. Present your findings in charts and graphs, as well as in writing.

4. Write the Defense Department for a booklet called *Handbook For U.S. Forces in Vietnam*. This was one of the manuals given to soldiers upon arrival in Vietnam. Read and critique it in light of the information in this unit.

Classroom Activities

Evaluating Strategies

Introduction:

One of the frustrations of the Vietnam War was that there was not a consensus about how to actually fight the enemy. A variety of strategies used by the United States and the Army of the Republic of Vietnam proved to be ineffective against the guerrilla forces of the Vietcong and the North Vietnamese Army. This activity examines some of the basic strategies used by the U.S. in the Vietnam War in an attempt to better understand how the war was fought, and, perhaps, how it should have been fought.

Objectives:

Upon completion, students will be able to:

1. Describe the three basic military strategies used by the United States in the Vietnam War including search and destroy missions, pacification of South Vietnamese peasants, and the airwar against North Vietnam and neighboring countries;

2. Understand the rationale cited by the U.S. government leaders for each of the three strategies;

3. Compare the positive and negative contributions to U.S. war goals of each of these three strategies;

4. Take a position on how the Vietnam war could have been fought more effectively.

Time: 3 class periods

Materials:

Handout: Task Assignment

Posterpaper, markers, tape

Procedures:

(DAYS 1 & 2)

1. After students have read "How the War Was Fought" clarify that there were three primary approaches to fighting the Vietnam war. These were: search and destroy missions, pacification of the South Vietnamese population, and the airwar against North Vietnam and the neighboring countries of Laos and Cambodia (now Kampuchea). Answer any questions that students might still have about the basic goals and methods of these three strategies for conducting the Vietnam War. Explain that this role-play will help students to better understand the strategies used by the U.S. military in Vietnam. Such better understanding can be applied to similar situations like the Soviet Union in Afghanistan and the United States in El Salvador.

2. Divide the class into three groups. One will concentrate on the search and destroy ground operations, one will concentrate on the pacification programs, and one will concentrate on the airwar. Assign one of the three strategies to each group and distribute the handout "Task Assignment" to each group. In essence, each group is to believe in their military strategy and be prepared to both explain and defend their approach to fighting and winning the war. In addition, each group should be prepared to question the assumptions and rationale of the other groups. Allow the remainder of the class period for groups to work. Be sure to announce that the presentations will take place the next class day. While students are working, check to be sure that all relevant points are being presented, that thoughtful questions are being developed, and that all are working diligently toward completion of the tasks outlined on the assignment sheet. Encourage creativity in presentations and posters with a parallel emphasis on accuracy.

3. (DAY 3) At the start of class, have students get into their groups and allow five minutes for organization of materials for the day's presentations. The sequence for the presentations will be as follows:

a. Presentation of the search and destroy group including their poster.

b. Presentation of the pacification group including their poster.

c. Presentation of the airwar group including their poster.

d. Questioning of groups by each other. Establish a rotation where one group asks a question, it is answered; another group asks a question, it is answered; etc.

e. A two-minute period for each group to caucus to create a final one-minute statement in support of their strategy.

f. Final statements in the same order as above.

g. Discussion (see next step).

Depending on the length of your class period, divide the above agenda so that at least 15 minutes remain for the closing discussion.

4. Conclude this activity by asking these questions of the whole class:

a. Which of the strategies was made to seem the most compelling? What was it about the presentation that made it seem so strong?

b. What are the key strengths and weaknesses of each of these strategies?

c. Why do you think that these were the particular strategies that the military utilized in the Vietnam war?

d. Which of these strategies, if any, really would have been the best for the U.S. military to promote? If you say none, what would you have replaced these with? Can you imagine situations where any of these strategies would be particularly effective?

e. Would the careful integration of all three of these strategies have meant more success for the military in the Vietnam War?

f. In what ways could each of these strategies be seen as counter-productive to the U.S. war effort in Vietnam?

g. What improvements would you suggest for each of these strategies to make them viable for a conflict such as the one that was fought in Vietnam?

h. Is any of these strategies more "moral" than the others?

i. The U.S. has been supporting the "Contras" in Nicaragua while the Soviet Union has been fighting Afghan rebels in Afghanistan. How does the information from this reading and activity help you critique the efforts of the U.S. and the Soviets in these two situations?

Unintended Consequences

Introduction:

While soldiers may base their tactics on clearly stated objectives, they typically cannot control their actual outcomes. Any tactic may have consequences that are unintended, some of which may subvert achievement of the objectives sought. In fact, U.S. tactics in Vietnam often backfired, causing more harm than good to the U.S. war effort.

Objectives:

Upon completion, students will be able to:

1. Identify the principal tactics employed by U.S. forces in Vietnam;

2. Evaluate the unintended consequences of such tactics with respect to U.S. objectives in Vietnam.

Time:

1 class period

Materials:

Handout: "Unintended Consequences"

Procedures:

1. Introduce this activity with the statement in the Introduction (above);

2. Distribute a copy of the handout "Unintended Consequences";

3. Have students form small goups of 4-6;

4. Review directions and give them approximately 15-20 minutes to complete the task;

5. After they have completed the handout, ask each group to review its list and to mark the tactic and unintended consequence they believe was the most harmful to the U.S. war effort.

6. Have each small goup report their choice and lead a class discussion on choices made. Were the choices similar or different? Was there any way to anticipate the consequences these tactics had? If so, what could have been done and why wasn't it?

UNIT 6: When War Becomes a Crime: The Case of My Lai

Introduction for the Teacher

Why a unit on war crimes? Ironically, one of our objectives is to help students understand that wars do not represent the breakdown of social order. Indeed, wars are socially generated and organized. In fact, nations at war require a higher level of cooperation and sacrifice from their citizens than at other times. This, of course, raises the question of whether and how "civilized" nations can learn to resolve their

disputes through peaceful means.

In Unit 2 students learned that wars are fought as a result of political decisions made by national leaders. They also learned that such decisions are based on the calculation that their nation's interests — whether power, prestige, profits, principles, and/or protection (of territory) — are more likely to be advanced by going to war than by not going to war. The thrust of that unit was to promote insight into the structure and dynamics of such elite decision making and to encourage students to imagine alternatives to militarism and war.

This unit looks at war from the perspective of the combatants and victims and demonstrates clearly why all is not, and can never be, fair in war. It reviews briefly the 2,500 years that nations have worked to establish laws of warfare, addressing both the issues of adequate justification and proper conduct.

Students are helped to see that laws concerning humanitarian treatment for the defeated make it possible for leaders to concede a losing fight and, thus, limit unnecessary casualties on both sides. Neither the winner nor the loser has any interest in fighting to the last man. Wars would make no sense at all unless there were spoils for the victor to enjoy. Thus, laws of warfare function to preserve war as an alternative, albeit a last resort, for leaders to choose in settling disputes. Of course, this invites consideration of the proposition that when the nature of a war is such that it cannot be conducted lawfully, the nations involved should re-evaluate whether they are still embarked on a rational course or one of mutual destruction without reward.

Despite the long existence of laws of war, however, atrocities occur in all wars. By atrocities we mean especially cruel and unlawful acts. A certain number probably are inevitable, if only because some brutal men are drawn to war, trained in modern weapons, and put into situations where they can attack others with impunity. Therefore, another objective of this lesson is to have students consider how to limit and/or structure such situations so that the actions of such men are more under control and less likely to influence the conduct of others.

At the same time, we recognize that no matter how lawful nations try to be, accusations of atrocities will always be made in time of war. They serve to dehumanize the enemy, rally public support, and make it easier for one's own soldiers to kill when necessary. While such accusations are always disturbing, their very occurrence means that nations still recognize that all is not fair in war, that it must be regulated by moral concerns.

Why do we need to address war crimes in Vietnam? The Vietnam War was a guerrilla or revolutionary war as well as a civil war. Such wars are becoming more common as peasants in poverty-stricken Third World nations challenge their own elites, many of whom are supported by industrial powers. Unfortunately, war crimes, especially the killing of innocent civilians, are more likely to occur in a guerrilla or revolutionary war than in a conventional war where uniformed troops battle on a front. One obvious reason is that the use of civilian militia makes it difficult to distinguish "friend" from "foe" and those who are "neutral."

The Vietnam War was no exception. Human rights groups documented many atrocities by both sides. The communist National Liberation Front (NLF) and the North Vietnamese Army (NVA) practiced a policy of armed intimidation of prominent representatives of the government of the Republic of (South) Vietnam. Sometimes this took the form of kidnaping, torture and assassination.

The most infamous episode of NLF atrocities occurred in the city of Hue during the 1968 Tet offensive. The communist cadre were said to have gone from house to house with a list of people they thought were allied with the government of South Vietnam. When found, these people were arrested and taken to the outskirts of the city. There they were either shot in the head, hit on the head with a shovel or club, or buried alive in trenches that had been dug for that purpose. Later, when the city was recaptured by South Vietnamese and American troops, these trenches were discovered. Although there is considerable controversy about this event, and no independent verification of the exact figure, U.S. intelligence claimed that about 2,800 people were killed by communist forces while they were in control of the city.

Why, then, a unit just about an American war crime against Vietnamese people? The most important reasons have to do with the My Lai incident itself. First, it was a highly publicized event that literally became a symbol of the war itself. Certainly, My Lai inspired the pivotal scene in Vietnam veteran Oliver Stone's Academy Award-winning film, *Platoon*.

Second, because of the investigation and the trial, there is more solid evidence available on what happened at My Lai than on any comparable incident in the war. The better the evidence, the better the opportunity for in-depth analysis and valid learning. Finally, it was America's young men who did the killing. Acknowledging My Lai challenges student's ethnocentrism and invites them to consider the situation more systematically. War crimes are a global problem, a human problem, and our problem as much as any other nation's.

Beginning Activity

Before students actually read this unit, it would be instructive to first confront them with the situation faced by U.S. troops at My Lai and ask them how they think they would respond. *Psychology Today* magazine conducted just such a poll at the time the event was being discussed and the results can be found on page 20 of Unit 6.

Procedures:

1. Give a copy of the handout SURVEY to all members of the class.
2. Divide the class into groups of 4-6 students.
3. Ask all students to discuss the questions actively among themselves until they feel they have made a personal decision. You can allow up to 20 minutes for this discussion.
4. When five minutes or so remain, advise all students to complete their questionnaires, including the explanation.
5. Survey responses by show of hands and record the tallies on the board.
6. Advise students to hold on to their questionnaires.
7. Repeat this exercise at the end of reading and discussing the unit and compare responses.

I have found that some students do change their answers when they realize that other choices were available in the

situation and that not all GIs participated in the massacre. Those who persist in justifying the shootings say they do so out of sympathy for the terror and rage of U.S. GIs in Vietnam. In their view, soldiers must do everything to stay alive in order to continue the fight. However, this is a perversion of military ethics. A soldier's first duty is not to stay alive by whatever means necessary, but to obey orders and be prepared to die. The highest command in Vietnam enforced written rules of engagement in Vietnam that made Calley's orders and the conduct of all who obeyed them illegal. Moreover, we now know that the killing of innocent civilians drove more and more neutrals into the ranks of the Vietcong, ultimately undermining the U.S. war effort. Thus, military law and long-term effective strategy demanded that U.S. soldiers refrain from killing or injuring civilians, even if they were felt to pose a hidden threat. Not shooting in such a situation might require the same willingness to die for one's country as charging a well-defended hill, but that is the price of being a soldier. Have students discuss this point of view.

Suggested Research Projects

1. The My Lai incident provides a tragic case study for students of the Vietnam War and war in general. Have students in small groups develop reports on the following topics. These written reports also may be presented orally in class:

The Nature of the War

* U.S. and A.R.V.N. military strategy
* North Vietnamese and Vietcong strategy
* Consequences of fighting a guerrilla war using conventional strategies

The American Character

* Perceptions of Vietnamese
* Our patience, short-term versus long-term view

The Predicament of a Soldier in War

* Responsibility/obligations to the military/nation
* Obligations to his own conscience
* Fear of cowardice and fear of death

2. Language changed during the Vietnam War. Terminology was sometimes used to conceal or blur the real meaning of a policy and/or event. For example:

Vietnamese: Dinks, Slopes, Gooks

Vietnamese home: Hooch

Killing: waxing, greasing, zapping

Jungle: Indian country

Helicopter fire of 20mm cannon into Vietnamese houses: Prepping the area

Have students research more terminology used by Americans during the war. Then have students, either in writing or speech, describe how this terminology reflected and/or affected the attitudes, values, and behavior of its users. Did they make the Vietnamese somehow less than human in the soldiers' eyes? Did they make killing easier?

3. In her book *Eichmann in Jerusalem* (1963), Hannah Arendt coined the term the "banality of evil." The term refers to the idea that ordinary persons can order and/or carry out policies involving the torture and killing of others. They do so out of a sense of obligation, not because they are sadistic or have an unnatural need for aggression. Students should research the validity of this concept in explaining such events as My Lai and the Holocaust.

4. Beginning with World War I, warfare has become more and more technologically sophisticated and depersonalized. The Vietnam War might well be the most technology-intensive war fought in history. Students should research the event of technology used in the war, including smart bombs, napalm, and Agent Orange. How crucial was such technology in U.S. military strategy? in NLF and NVA military strategy? Did such technology make killing more impersonal and, thus, easier?

Classroom Activities

Rules of Warfare

Introduction:

This activity has students explore two related issues that surface in war, especially one like Vietnam, i.e., a guerrilla war. This will be accomplished by using a debate format. The two issues are: (1) If one side in the conflict breaks the rules of war, is the other side still expected to play by them? (2) In war, ordinary people might commit atrocities out of fear or anger. How should we judge such acts which, at the time, seemed "necessary," but later seem uncivilized and/or immoral?

Objectives:

Upon completion:

1. Students will learn that guerrilla warfare presents problems that are unique;
2. Students will realize that the environment of war is an abnormal one.

Materials:

For examining the Boer War, show the movie *Breaker Morant*, which is available on VHS or Beta (approximate running time 130 minutes). The movie deals with the trial of three Australian soldiers, serving under British command, charged by the British with war crimes against the enemy, the Boers. The setting is South Africa and the date for the war is 1899-1902.

Students also will need to read this unit.

Time: 3-4 class periods

Procedures:

Students will debate the two issues within the context of My Lai and the Boer War.

1. Divide the class into the following groups (4-5 students): My Lai — two groups (affirmative and negative positions); Boer War: — two groups (affirmative and negative positions).

2. The students (two groups) assigned to My Lai should begin to prepare their cases. They need to read the materials in this unit which describe the event in detail, as well as the unit's coverage of the trial of Lt. Calley.

3. Show the movie *Breaker Morant* to the entire class. It would be advisable to preview the movie in order to prepare a notetaking outline for the students assigned to the Boer War. In addition, you will be able to know where to stop the film at the appropriate times in order to emphasize and/or discuss a point.

4. Allow the groups assigned to *Breaker Morant* some time to prepare their respective views. Check with the other

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two groups assigned to My Lai as to their progress. Give them the necessary time to prepare a quality presentation.

5. Students will now conduct the debate, starting with the groups assigned to the Boer War. Then the My Lai groups will debate the issues. *Note:* The exact format for the debate will be left to the classroom teacher, depending upon interest and time.

6. After the debate, the groups representing both the Boer War and My Lai should discuss the similarities and the differences between the two cases

as they pertain to the two issues.

7. Students may then wish to discuss the following debriefing questions:

a. Are these men (Calley and Morant) scapegoats?

b. In the heat of battle, is a soldier likely to make rational decisions?

c. Can we sit in judgment and, at the same time, be honest in admitting that we could be on trial ourselves for similar charges if thrust into the same situation?

d. Do you feel more empathy for Calley or Morant? Why?

e. What does it mean for us to realize that we have the potential to be both murderer and victim?

f. Can we understand someone's behavior and still condemn it?

Perspectives on War

Introduction:

Students will create a documentary for a fictitious radio series to be aired on National Public Radio entitled, "Perspectives on War." Students will be responsible for creating an episode entitled "Soldiers, Morality, and War." The My Lai incident of March 1968 will serve as the case study or backdrop for this episode.

Objectives:

Upon completion:

1. Students will become aware of how morality remains an issue even during a time of war;

2. Students will understand the predicament of a soldier in time of war, especially when allegiance to his conscience seems to go against his duty to his government.

Materials:

Students will need to refer to various resources (as mentioned in the bibliography section of this unit) in order to be familiar with the event and the roles and attitudes of the various participants.

Time:

3-4 class periods (actual presentation of the episode will be 45 minutes to an hour in length)

Procedures:

1. Have students identify major topics that will be discussed during the program. Some suggestions are:

a. The rules of war (Nuremberg, Geneva)

b. What happened at My Lai?

c. Why did My Lai happen? Specifically have students refer to the Gault Principles.

d. Reactions to My Lai

e. Uncovering the story

f. Responsibility for My Lai — whose?

g. The lessons of My Lai

2. Assign students to be director(s), producer(s), narrator, and interviewers of the documentary. These students should decide, with assistance from the instructor, what the sequence of the program should be. For example, they should decide how much time and emphasis to devote to each of the selected topics, write a script (which would include an introduction and conclusion), include some background music, if desired, and with the assistance of the instructor, select roles from the list in Step 3.

3. Other students are assigned roles such as:

* Soldiers who were at My Lai: Lt. Calley, Capt. Medina, Mike Bernhardt, Hugh Thompson, Ron Haeberle (the last three refused to do any shooting), Paul Meadlo and Ron Ridenhour (who told the story later to the press)
* Military higher command in Vietnam
* Policy makers for the Johnson Administration
* Young soldiers in today's armed forces
* Activists who opposed the Vietnam War
* Other current citizens (high school students, college students, clergy, teachers, workers, professionals)
* History professor and/or ethics professor
* Politician (during the time of My Lai)
* Seymour Hersh, journalist for the New York *Times*, who uncovered the story.

4. Once students have been assigned their roles, they need to research and prepare their statements. If they are to be interviewed during the program, the questions should be given to them beforehand in order that they can give more thoughtful answers.

5. Before the final presentation takes place, the director(s) and narrator need to check with the students with assigned roles so that all parties are prepared, and familiar with the schedule of events, and are informed how much time each event of the episode has been assigned.

6. The program is presented.

7. After the presentation, students may wish to discuss their reactions to the program. Some possible debriefing questions are:

a. What differences in reactions, if any, do you perceive between the American public now and then?

b. What relevance does My Lai have today?

c. Could another My Lai happen? Why or why not?

d. Did any of the major participants (Lt. Calley, Capt. Medina) in the program demonstrate any changes, i.e., in attitude or in their interpretation of the event as compared to their earlier statements? What might account for this?

UNIT 7: Taking Sides: The War at Home

Suggested Research Projects

1. The Vietnam war is not the first in America's history to be the center of public controversy. Research other war-related protest movements including the draft riots during the Civil War and the pacifist movement during World War I.

Write a report on your findings to present in class.

2. Design and conduct a survey on attitudes toward U.S. intervention in Central America. Compare to polls on Vietnam.

3. Make a tape of important anti-war songs and transcribe the lyrics. Share your findings with the class. You also may want to compare today's music to that of the Vietnam era.

4. The anti-war movement was one of many social movements of the period. Select another protest movement from the list below and research its origins, goals, tactics, and accomplishments. Compare it to the anti-war movement.

Civil rights
Gay rights
Women's rights
Hispanic rights
Farmworkers' rights
Student rights
Other

5. Interview *both* a Vietnam veteran and an anti-war protester on perceptions of the anti-war movement. Tape the interviews separately. Listen to the tapes to find areas of common concern as well as major differences.

6. Write a letter to a friend who feels differently about the war than you do and try to persuade him or her to change his or her mind. Cite five specific reasons for your beliefs.

7. List the actions of anti-war protesters of the era. Which would you be willing to participate in to voice your protest against government policy?

Classroom Activities

Common Ground

Introduction:

This activity will examine the conflict between those anti-war and pro-war advocates who shared similar beliefs and values about America but had different interpretations of the historical situation in Vietnam and of how their values should be applied. Student groups will respond to three broadly shared beliefs from a pro-war or anti-war perspective.

Objectives:

Upon completion, students will be able to:

1. Describe specific viewpoints of the Vietnam War;
2. Develop support for an opinion;
3. Understand that similar values may lead to different positions on an issue.

Materials:

Handouts #1 and #2, posterpaper, markers

Time:

Approximately 2 hours

Procedures:

1. Write the following four statements on the board:

a. The U.S. must stand for the principle of self-determination in Vietnam.

b. The U.S. must honor its global responsibilities and commitments.

c. U.S. citizens are personally responsible for the policies of their government.

d. Foreign entanglements have corrupted U.S. politics.

2. Explain to students that these five statements were generally supported by pro-war as well as anti-war advocates. Ask for clarification as to the meaning of the statements before the activity begins.

3. Divide students into small groups. Identify each group by number (1,2,3,4). (Odd and even numbers and groups will be given different handouts asking for different responses to the same data. Do not indicate to students that there is a difference.) Provide one copy of Handout #1 to each person in the odd-numbered groups. The purpose of the handout is to provide background information and to ask students to respond to three statements from an anti-war bias. Provide one copy of Handout #2 to each person in even-numbered groups. This handout is similar to the other except that it asks for responses from a pro-war bias. Ask students to read the handout instructions and not to discuss the information on the data sheets until they are instructed to do so.

4. Provide one large piece of posterpaper and a marker to each group. Instruct the group to write their responses to the instructions on the handouts on the posterpaper. Ask each group to write its number on the posterpaper. Have groups spread out around the room to do this task. Give students 20 minutes to do this.

5. Gather all the odd-numbered groups' responses and post them together on the wall. Do the same with the even-numbered responses. Have students spend a few minutes reading the responses and then begin class discussion.

6. Ask students to identify differences and to hypothesize reasons for the differences. What similarities exist? What are the underlying assumptions in the suggested policies? What labels would you give to the suggested policies?

7. If the class has not recognized that their handouts represent two positions, let them know now. Use the following questions to stimulate discussion:

a. Ask the class to list reasons why different actions can result from similar belief systems. Why couldn't each side see these common beliefs?

b. What was it like for students if they were in a group that had to argue a position different from their own beliefs? What new perspectives did students gain, if any?

c. Is there common ground in the policy recommendations?

d. How does the activity demonstrate the tension and conflict that existed in the United States regarding Vietnam?

e. Can students think of any current situations where two sides share common beliefs but differ on policy? (The teacher could mention such things as security, civil rights.)

8. To conclude the activity, ask students to respond personally to the three statements by recommending policy for the U.S. government during the Vietnam War.

Meeting of the Minds

Introduction:

Many of the participants in the controversy surrounding the Vietnam War never had a chance to sit down together to discuss the issues they were advocating. This activity uses the format of the PBS-TV show "Meeting of the Minds" to bring together in a discussion format a number of individuals who held strong opinions on the Vietnam War.

Objectives:

Upon completion, students will be able to:

1. State a variety of opinions on both the Vietnam War and the protest movement;

2. Define the term "patriotism" and give examples of patriotic behavior;

3. Analyze different ways for citizens to influence government policies.

Materials:

Handout: Understanding Patriotism

Time:

Approximately 2 hours

Procedure:

DAY 1

1. Before beginning this activity, be sure that students have read the entire unit. Introduce the activity by explaining that each student will be given the role of one individual in the reading. After time for preparation, these individuals will meet to discuss some of the issues raised by the protest over the Vietnam war.

2. The roles listed below are from the reading. Create groups of equal size around each of the roles.

"Meeting of the Mind Participants"
Dean Rusk
Bob Hope
Senator J. William Fulbright
Jane Fonda
Harold Bryant
Muhammad Ali

3. After roles are assigned, give students the following tasks to accomplish in class or as homework:

a. Re-read the section of the unit that describes the opinions and actions of the individual that you are role-playing.

b. Complete the worksheet "Preparing for a Meeting of the Minds," keeping your role in mind. This worksheet will provide the basis for your participation in tomorrow's discussion.

DAY 2

1. Before breaking into the same groups again, give these instructions to the whole class:

a. "Today you will be having a discussion on the Vietnam War and the anti-war movement. Each of you has a role to play — stay in that role throughout the discussion. The format is like a TV show called "Meeting of the Minds," where various historical personalities gather to share opinions on different topics. Stay true to your role throughout the discussion."

b. "The process you will follow is simple. Each of you has completed the 'Preparing for a Meeting of the Minds' worksheet. Arguments will arise, but be sure to always listen for areas of common understanding. Your involvement should be like an exciting dinner table conversation where all get a chance to contribute, to question, and to learn. Feel free to challenge the ideas of others in the discussion as it fits your role."

c. "I will circulate and visit each discussion. When all are done, we will compare discussions and opinions as a large group."

2. Break into groups and begin the discussions. Start out by having role- players introduce themselves to other group members, and then have them move to the items on the worksheet. Circulate to be sure that students stay on task and in character. As necessary, help students clarify issues that are raised and help them move from one question to the next. Allow approximately 30-35 minutes for the discussion.

3. During the last portion of the period, discuss both the issues raised and the actual discussion by asking the following questions:

a. During your discussion, was it easy or hard to stay in your role? Why?

b. Who seemed most like you in attitudes/beliefs? Most different? Why?

c. If such a discussion were really held by these individuals who you are playing, how would it differ? Are discussions that bring differing viewpoints together useful?

d. Who approved/disapproved of U.S. involvement in Vietnam? Why?

e. What were opinions on the anti-war movement?

f. What ideas were raised in the discussion of patriotism? What is your own definition of patriotism and how is it best demonstrated?

g. What advice was given the young draftee? What do you thing you would have done if you were in his shoes?

h. Some of the persons in the role-play changed their opinions on the Vietnam War. What events brought about these changes?

i. What is a citizen's role or obligation if he or she believes his or her government is following a wrong, or even immoral, course of action? What limits, if any, should exist on citizen involvement in public policy debates?

4. Conclude the activity by using Option 1 and/or 2 below.

a. Have students orally respond to these sentence stems:

1) During the role-play, I learned....

2) The person in the role-play I most admired was....

b. Assign a short essay titled "Reaction to Meeting of the Minds." Students should react to the process and the ideas that were raised.

UNIT 8: How the War Was Reported

Suggested Research Projects

1. Research the reporting of post-Vietnam war conflicts in Southeast Asia (i.e. those involving the Khmer Rouge in Cambodia/Kampuchea, China and Vietnam). Look at both mainstream and alternative press coverage.

How much attention has been given to conflicts in Southeast Asia since the war? Are there differences between the mainstream and alternative press coverage of such conflicts? Is reporting similar and/or different from that of the U.S.-Vietnam war?

Research how relations between the United States and Vietnam are being depicted in today's media. Is Vietnam still portrayed as a hostile country ten years after the end of the

war? What issues, if any, are said to prevent a reconciliation?

2. Some observers have proposed that the mass media, by their placement and repetition of a story, determine for many people what news events and issues are considered important. Research the validity of this observation. Look at some recent case studies that might prove or disprove this theory, i.e., famine in Africa, terrorism in the Middle East. You might want to include the following:

— What are the consequences of your findings in terms of the public's perceptions of current events and issues?

— What, if anything, can be done to correct the misperception of events and issues created by presentation of the news?

— Is this misperception a result of deliberate misrepresentation of the news or is it just a by-product of the industry?

3. Research the potential conflicts between freedom of the press, the public's right to know, and the need for government secrecy to protect national security. Relevant case studies would include the Bay of Pigs invasion (1962), publication of the Pentagon Papers (1972), and the U.S. invasion of Grenada (1983).

4. Do a research paper on the following question: Did CBS libel General Westmoreland in its program "The Uncounted Enemy"? Have a debate on this question or a debate on the question of whether television coverage of the war was biased and, if so, in what direction.

5. Have students select a specific event during the Vietnam War, like the 1954 Geneva Conference, the 1963 assassination of Diem, the 1964 Gulf of Tonkin incident or the 1973 Paris Peace Accords. Then go to the library to see how that topic was covered in selected periodicals over a given period of weeks or months. What sources (i.e., American officials, communist spokespersons) were quoted most frequently in the examined stories? How were these sources described in the stories (in neutral terms, negative or positive terms)? How many lines in the stories made statements which supported the government's position? Which challenged the government's position? What was the page location (front of periodical or in back pages) of stories that supported the government's version of events and what was page location of stories that challenged that version? Did the photographs and captions support or challenge the government's version of events? What conclusions can students draw from their analysis of news coverage during the war in selected periodicals?

6. Analyze how the anti-war movement was covered in different periodicals over the years. Did this coverage change from 1964-68 to 1969-1973? Did some publications seem biased against the protesters? Were other periodicals more favorable?

Classroom Activities

Monitoring the Media

Introduction:

The news media have been credited with "bringing the world into our homes." The media also have been criticized for manipulating the news. Through this activity, students will better understand the process of how the news is reported and to what degree, if any, the media manipulate the news.

Objectives:

After completing this activity, students will be able to:

1. Identify factors that influence/shape the reporting of the news;

2. Better understand the impact that media coverage has on events and issues;

3. Realize the responsibility that they (students) have as viewers and/or readers of media coverage of events and issues.

Materials:

Various newspapers and magazines that cover world issues and events. Some are suggested in the Procedures section below.

Time:

1-2 class periods per week over 4-5 weeks.

Procedures:

1. Have students suggest several U.S. foreign policy-related issues and events that are current in the news. List these on the chalkboard, and have students form into small groups according to the issue/event in which they have the greatest interest. Assign students to second choices if any group has more than five or fewer than three individuals.

2. The focus of the activity is for students to keep individual "scrapbook" records of how the media treat and present their issue/event. This document should contain relevant articles, editorials, and cartoons. The media sources used should cover a wide range — newspapers from local to international editions (*The Manchester Guardian*, the English edition of *Le Monde*, *The Jerusalem Post*, *Ivestia*) and magazines that cover the political spectrum (liberal-conservative). In addition, *The World Press Review* is suggested as a simpler means of giving students reports of their issue/event as perceived by those in other nations. Students should keep their records chronologically. This will help to ensure more accurate assessments.

3. In addition to the scrapbook, have students keep a journal that contains their observations/comments regarding the following items:

— Biases of the media

— Omissions of facts

— Accuracy in reporting the issue/event in question

— Language, i.e., loaded words that give the reader a biased image or emotion

— Space and location, e.g., how much time and space is devoted to their issue/event, and is it on page 2 one week as compared to page 16 the next?

4. Students may also wish to monitor radio/television coverage of the issue in question. This may also be accomplished by keeping a journal in which summaries of relevant newscasts are written.

5. Once a week each group should give a short (5-10 minute) presentation to the class about the progress of its issue/event and compare the media's treatment and presentation of the issues.

6. At the conclusion of the 4-5 week period, have each group make a final oral report to the class on their findings. Then have the entire class discuss similarities and differences among their respective issues/events and media coverage in the context of the items listed in Step 3.

7. For a follow-up, students may wish to write letters to the editors of their local newspapers. These letters would express

their opinions and/or concerns about the media and its coverage of the issues that the students monitored.

Vietnam and the Media

Introduction:

The media became an important factor in "bringing the Vietnam War home." No other war in history was covered as thoroughly. Both those for and against the war were critical of much of the reporting. Critics contended that the government manipulated the news by controlling it. Proponents charged that the media distorted the news and were biased against the war. In this activity, students will investigate this controversy.

Objectives:

After completing this activity, students will be able to:

1. Understand how, and to what extent, the public's perceptions of issues and events related to the Vietnam War were shaped by the media;

2. Understand the differences between the "facts" and "the interpretation of facts" in reporting; and

3. Recognize the difficulties in determining which sources(s) are correct/accurate, and which are not.

Materials:

Sources (from school or community libraries) covering the major events of the Vietnam War.

Time:

Approximately five class periods.

Procedures:

1. Divide the class into three groups:

* The Mainstream Press (as identified in this unit)
* The Alternative Press (as identified in this unit)
* The Underground Press (e.g., *The Berkeley Barb, Liberation News*)

Then have students familiarize themselves with the orientation of their group by reading magazines and newspapers representative of their group's perspective. See Step 2 for suggestions of relevant events/issues.

Each group will be responsible for covering and reporting certain important events of the Vietnam War by creating their own mini-newspaper and/or magazine that reflects the orientation and coverage of their group. The format for either newspaper magazine should include: headlines, articles, photos, editorials, letters to the editor, cartoons. All of these items would be needed for each of the events covered.

2. The instructor should determine the number of events to be covered depending on how much time is to be devoted to the activity. No matter how many, the events should be covered in chronological order, and each group should be assigned the same events. This will allow students to recognize and then to discuss the differences in interpretations and perceptions. The following are suggestions of events and issues that can be reported:

* The French-Indochina War
* The Battle of Dienbienphu
* The Assassination of Diem
* The Gulf of Tonkin Incident
* The Bombing of North Vietnam
* The My Lai Massacre
* The Tet Offensive
* The Invasion of Cambodia
* The Vietnamization Plan
* The Bombing of Hanoi
* The Paris Peace Accords
* The Surrender of South Vietnam to the North

3. When the projects are completed, provide students with copies of each group's project or with selected articles from them. Ask students to note the differences in the coverage and the reasons for those differences. Then ask and discuss the following questions with the entire class:

a. Explain the difference between facts and interpretation of facts. What are some examples of discrepancies between facts and their interpretation as reported during the Vietnam War? Cite examples from your research and/or your group's project? Was there any particular press group among the three that you studied that misrepresented facts more than the others?

b. What factors were involved in changes in the Vietnam war reporting over time?

c. How do we know what or whom to believe with news reporting?

d. What are the responsibilities of readers/viewers/listeners?

Deciding What's News

Introduction:

In the U.S. today citizens depend on the news media to inform them about their government's policies. In turn, citizens are expected to choose and advise their political representatives. However, the mainstream media are, first and foremost, big business. Eight percent of the largest newspapers have over one-half of all circulation. In the fifty largest markets, the newspaper and one of the three television network affiliates are owned by the same combination. Over 60 percent of the average daily paper is ads; over one-fourth of the average TV newscast is commercials. This means that the media must be concerned first with what will sell. The main features looked for in any item are recency, brevity, proximity, size, unusualness, drama, visual attractiveness and importance. Government actions which do not meet most of these criteria (including, of course, almost all failures to act) will probably not be reported. Thus, citizens who wish to be more informed about their government's positions, especially in the international arena, will have to seek out supplementary sources of information like the alternative press.

In this activity, students will role-play a newspaper editorial conference to choose which stories to cover and which to feature in today's paper. After completing and evaluating this process, students will next select those stories they think have the most historical significance — that is, might have impacts that are felt twenty years from now. By comparing and contrasting stories that are newsworthy and stories that are historically significant, students will come to a recognition of what kinds of government policies and actions are routinely omitted from press coverage. Finally, they will reflect on the dilemma of educating citizens to make informed political choices in today's world.

Objectives:

1. To help students understand the criteria by which

newspapers decide which stories to run and which to feature;

2. to help students understand how this relates to the nature of newspapers as commercial enterprises;

3. to help students recognize that some of the most important government policies and actions are routinely omitted from press coverage because they do not meet the standard criteria of "newsworthiness"; and

4. to provoke students to reflect on the dilemma of educating citizens to make informed political choices in today's world.

Materials:

Handout: "News Headlines"

Time:

One class period

Procedures:

1. Introduce the activity as follows: Have you ever thought about how the stories in your morning paper come to be the news? On the larger city papers the editorial staff may see seven times more stories than the reader sees. In this activity we are going to role-play such a staff in order to understand the criteria by which they decide what's newsworthy.

2. Distribute handouts to all members of the class.

3. Divide the class into editorial teams of 5 or 6.

4. Allow 20-40 minutes for this activity, depending on the length of the period.

5. Give students notice at 10 minutes and 3 minutes and close the session.

6. Call on each group to identify the stories they selected to run and to feature.

7. Focus on the most frequently chosen and ask all groups to explain why those stories were chosen.

8. Translate the explanations into the standard criteria for newsworthiness: recency, brevity, proximity, size, unusualness, drama,visual attractiveness and importance.

9. Now ask students to reconvene and to select the three stories they think have the most historical significance — that is, might have impacts that are felt twenty years from now. Allow 10-15 minutes for this process.

10. Call on each group to identify the historically significant stories.

11. Point out the differences between the stories they chose to run and those they considered important and ask them to account for this. You might add that the following stories were selected by Project Censored as among the top ten "censured" stories of 1985: 1,10,11,12,16,18,23,25,26.

12. Close the activity with the statement in the Introduction.

Making the News

As a follow-up activity, you might have students role-play an anti-war group who wants to get their views into the newspaper in order to reach a broader public.

Most Americans still don't know any history of the conflict, including the failure to hold the 1956 election to reunify the country, the Tonkin Gulf deception, and the corruption and human rights abuses of South Vietnamese leaders.

Let's say the time is 1968 and you have recent information that U.S. troops are guilty of atrocities and the strength of Vietcong forces is greater than the Johnson administration admits. Which messages will you focus on and how will you get them into the paper? Try to anticipate how the editors and reporters at the paper are likely to evaluate your proposal and to cover the story, if they choose to do so. Also, try to anticipate how the story is likely to be read by different people and with what consequences for your cause.

UNIT 9: The Vietnam War in American Literature

Introduction for the Teacher

This unit seeks to engage students' imaginations and critical powers with some of the best literature of the Vietnam War. It is designed to be used in sequence with others in *The Lessons of the Vietnam War* or by itself.

The unit has two objectives. One is to promote understanding and appreciation of American literature. As such, it might serve as the nucleus of a special section on war literature in an English or American literature course. Another is to provide the history or social studies student with different ways to learn about the war in Vietnam. Given these two purposes, this unit provides an ideal opportunity for team teaching by history and literature specialists, possibly to classes joined for that purpose.

Most of the individual selections in this unit are short enough to be read comfortably within the space of a class period. You may wish, however, to assign them as homework in order to free class time for discussion and other activities.

One final word on the selections themselves. Some of the language might be too graphic for certain students and/or their parents. The students receive a caution on this score in the section on language. The Center for Social Studies Education believes that the authenticity of these materials serves a valid educational purpose. Some writers use obscene language to convey their experience of the war's brutality, injustice, suffering and death. Others simply reproduce the language of the moment to recreate the situation accurately. In either case, the language is not used simply to shock or titillate, but to give the reader an honest picture. We consider it important that students receive such knowledge unvarnished, rather than be misled by the flossy distortions of less realistic sources.

Suggested Research Projects

1. Make a poster, collage, or two-projector slide show that illustrates the differences and similarities between the war zone and the home front. Include examples of how each side was affected by events and perceptions of the other; for example, the effect of the "counterculture" movement at home and on the troops in Vietnam.

2. Although the unit does not itself include selections that focus on the roles and related issues of women, blacks, Hispanics and other minorities in the war, such are crucial to

a total understanding of the experience. Use the unit's bibliography and your school or public library to explore some of these roles and related issues, and write a short (3-page) report about one of them.

3. Select a war-related topic in which you have a special interest. Then find and read excerpts from works of fiction related to your topic from both Vietnam and World War II. Do you find commonalties in the perspectives portrayed or in the manner in which the topic is treated by the authors? Are there also significant differences? What things do you believe affect these similarities/differences? Are there underlying societal/political attitudes that affect portrayals of particular wars or are they, in essence, similar? Prepare a short report of your findings to give and discuss with your classmates.

4. Vietnam veterans have expressed deep resentment about the way that they have been treated on their return home. List examples of such statements, identifying specific reasons for the resentment in each case from literature of the war. You also might interview the veterans to find out more about how they felt about their treatment.

5. Read one novel and see one film about the Vietnam War. Then make two separate lists of the three main points made by the novel's author and the film's screenwriter. Compare the list in terms of how many of the points concern feelings and how many concern thoughts. Are there differences? Why do you think this might be? Lead a small group discussion about your findings.

6. Write a paper using the selections in this unit to support your comments on one of the following topics:

a. how people respond to hardship, pain, and death
b. the relationship between Americans and Vietnamese
c. how the land and climate affected the war
d. what it is like to be a soldier.

7. Read one of the novels listed in the general bibliography. Then write a review of it, explaining both its good points and bad, but not giving away the ending. Remember to consider how the book is written as well as what it is trying to say.

Classroom Activities

The Sound of Literature

Introduction:

In this activity have students examine the range of perceptions, emotions and uses of language in the Vietnam War literature cited in this unit. Then have them produce a script with relevant music that illustrates this variety.

Objectives:

Upon completion, participants will be able to:

1. Recognize the range of perceptions, emotions, and uses of language featured in the literature of the Vietnam War.

2. Understand how forms of presentation influence the impact that information has on the reader.

3. Write and produce an audio program with literary content.

Materials:

Tape recorder and tapes, music (records, tapes) for the background.

Time:

Approximately 3-5 class periods for discussion, selection of material, and program organization, production, performance and debriefing.

Procedures:

1. Discuss the range of emotions and perceptions reflected by the literature in this unit. Ask students for examples that illustrate this variety.

2. Point out some differences in language used by authors in the unit. For example, some authors focus on the use of slang, while others rely more on visual images. Ask students to choose brief passages that illustrate such various uses of language.

3. Have students form groups of four to six. Ask each group to select short passages from the literature in this unit based on the following criteria.

Passages should:

* Convey emotional impact
* Illustrate effective use of language
* Represent a range of experiences and perceptions.

The ultimate purpose of the selections is to use them as part of a 20-30 minute audio tape for a hypothetical radio program.

Establish guidelines for length of excerpts and review the above criteria. Give groups one to two class periods to review the selections and to choose appropriate passages. (If you have more than one week to devote to this unit, encourage students to explore other literary works listed in the bibliography).

4. After the above tasks are completed, ask each group to select one or more members to organize the program by putting each passage "voice" in sequence and by writing a narration that includes an introduction, any necessary transitions, and a conclusion. Each group also will need to select music that reflects the emotions and experiences of the selected passages. Students should time the music and readings and integrate them into a final, coherent program of 20-30 minutes. Each group should rehearse as many times as necessary to produce a program of good quality and then record its program on audio tape. When completed, each program should be played for the entire class.

5. After each program has been presented, discuss the following questions with the class:

a. Which emotions were strongly conveyed in the program?

b. Give examples of the effective use of language presented in the program.

c. What, if any, was the difference in "impact" between when reading these selections silently as compared to hearing them performed on the tape?

d. Do you believe that reading descriptions of events can have the same emotional impact as audio/visual presentations on the same event? Why, or why not?

Sketching A Character

Introduction:

Most writers of fiction base their stories on personal experiences, what they have learned about through others and their imaginations. They also develop characters and dialogue based on conversations they have had or overheard or on people they have observed. Another commonly used technique to gather material for fiction writing is to conduct

interviews with people who play or played roles in life like those the author wishes to portray in the story.

In this activity, students will conduct an interview with a person in their community who had an experience related to the Vietnam War. They will learn interviewing skills, compare the perceptions of individuals with a wide variety of Vietnam War era experiences, and write a "character sketch" that uses their interview as its base.

Objectives:

Upon completion, participants will be able to:

1. Plan and conduct an interview with a member of their community, focusing on his/her Vietnam War related experience;
2. Compare the perceptions of individuals based on differences in background and experience; and
3. Write a "character sketch" with their interview as its base.

Materials:

Handout: "Tips for Interviewers," tape recorder and tapes

Time: Approximately two weeks, primarily outside of class time.

Procedures:

1. Compile a list of perspectives on the war represented in your community. Your list will depend on the size of your class and the nature of the community. The list below is suggested but is not all inclusive:

Veterans — Range of officers and enlisted men, draftees and those who volunteered; those who served in the 60s and those in the 70s; combat and noncombat personnel; Anglo, Black, Hispanic, Asian-American; wounded and not wounded, nurses, medics, pilots, technical personnel, etc.

Others — Red Cross workers; wives, girlfriends, mothers, and fathers of veterans; journalists; high school principals; mayors; businessmen; etc.

2. Ask each student to sign up to interview a person he/she knows who represents one of the roles listed. Make sure that most of the perspectives are covered and that the distribution is balanced.

3. Distribute copies of the handout "Tips for Interviewers." Caution students to be sensitive to the interviewee's feelings. If they do not wish to be taped, the interviewer should take careful notes, particularly of appropriate quotations. If desired, the subject may be anonymous or use a pseudonym. As a class, you may set up several questions that you will ask all subjects and then allow each interviewer to make up the rest.

4. After completing their interviews, instruct students to transcribe at least two pages of the interview, choosing the most typical, interesting, and relevant parts. Then ask them to write a "character sketch" of a fictitious individual whose character (role) is based on information gathered in the interview.

5. If desired, the students may also role-play their interviewees as a class.

UNIT 10: The Wounds of War and the Process of Healing

Suggested Research Projects

1. Locate the nearest Veterans' Hospital or Veterans' Agency. Call and arrange an appointment to interview any or all of the following: a social worker or counselor who works with Vietnam vets, a Vietnam vet who was wounded in the war, a doctor or nurse who either served in Vietnam or works with those wounded in the war, the director of the hospital or agency. Develop a series of questions to ask these individuals based on the information from the reading. Report your findings to the class. OPTIONAL: Invite one of these individuals to speak to the class.

2. Write to the Vietnamese Diplomatic Mission to the United Nations in New York. Ask for information regarding issues raised in the reading such as the amount and extent of damage suffered during the war, the MIA issue, current efforts at reconciliation with the U.S., efforts at reconstruction, relations in general with the U.S. and other nations, Vietnamese involvement in Cambodia/Kampuchea. Report your findings to the class. OPTIONAL: Write to the United States Department of State and ask the same questions. Compare answers with those from Vietnam.

3. Interview extended family members to determine how each was affected by the war. Find out who served in Vietnam, who protested the war, and who were left relatively untouched by the war. Tape record the stories. Ask for photos and other memorabilia. Share your stories with the class.

4. Write your Congressmen and ask about any bills to aid reconstruction in Vietnam. Seek information from the Congressional Record or any other source. Ask each how they stand on reconstruction aid for Vietnam. Present this information to the class and conduct a discussion on the 'pros' and 'cons' of providing reconstruction funds for Vietnam.

5. Present one of the many costs of the Vietnam War in a more "graphic" manner than words on paper. Some examples are provided to get you thinking:

a. An artist illustrated the vast number of nuclear warheads in the world by making clay cones to represent each warhead and then arranging them on the floor of a large room. The viewer had a much clearer idea of what 50,000 warheads looked like.

b. Another way that the total megatonnage of nuclear weapons has been portrayed is by having one metal BB represent the explosive power of the atomic bomb dropped on Hiroshima at the end of WWII. Then, enough BBs to represent all of the combined explosive force of the world's nuclear stockpile are slowly poured into a metal trash can. The sound image is very powerful.

c. Artists have portrayed the costs of war in any number of ways.

How could one of the costs of the Vietnam War that is presented in the reading be presented in a manner that would help others to better visualize and understand the enormity of it?

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6. Assign small groups each to represent one of the types of costs of the Vietnam War as found in the reading. Provide each group with a piece of posterpaper and crayons or markers. Groups are to make a poster that illustrates that particular cost. When all groups are finished, tape the posters together to form a "patchwork quilt" of the costs of the Vietnam War to be hung on the classroom wall or elsewhere in the school.

7. Interview five Vietnam veterans on the issues related to Agent Orange that you have learned about in this unit. Make a survey, have it approved by the teacher, and tabulate the results. Questions might include experiences with Agent Orange, knowledge of Agent Orange, opinions on the Agent Orange case, etc.

8. Us the library to find articles from *Time, Newsweek*, the New York *Times*, the Washington *Post*, and other sources from the time of the settlement of the Agent Orange case (1984). Read the accounts and write a position paper that: (1) clearly outlines the provisions of the settlement and the reasons that a settlement was reached; and (2) your opinion on which, if any side, "won" the case and why. Be sure to defend your opinion clearly.

9. If you live near a research facility or university, ask scientists to come in and speak about toxic waste or chemical contamination. What responsibilities do scientists have for public health and safety?

Classroom Activities

Voices From The Past

Introduction:

The U.S. Vietnam War experience does not stand out as one of the brighter moments in U.S. history. While some considered the cause for which we were fighting a noble one, others saw the war as misguided and destructive. This activity helps students better understand the costs of the Vietnam War, both for this nation and for Vietnam.

Objectives: Upon completion, participants will be able to:

1. Describe different costs associated with the Vietnam War;

2. Express the costs of the Vietnam War in a creative fashion;

3. State and evaluate lessons that can be learned for the future from U.S. involvement in the Vietnam War.

Time: 1-2 class periods

Materials: None

Procedures:

1. Introduce this activity by clarifying for students that the reading and this activity focus on the costs of the Vietnam War. Ask students if they can think of any possible benefits that may have come from the U.S. involvement in Vietnam. Answers might include: the assertion of the principle of self-determination that guided the actions of both enlistees and draft resisters, the comraderie experienced by the soldiers, the opportunity to test battle strategies in the field, the lessons to be learned for the future regarding civil and guerrilla wars, the social and political changes in the 1960s.

2. Explain the following situation to the class as it provides the basic structure for the activity:

A future U.S. President is about to send combat forces to fight in a civil war in another nation. This is a war being fought with guerrilla tactics, much like the Vietnam war. The President's advisors have presented all of the reasons for sending U.S. troops, in other words, the benefits of U.S. involvement. To be sure, there are potential benefits, yet the President still seems unable to make the final decision. That evening, like Scrooge in Charles Dickens' *A Christmas Carol*, he awakens to hear "the voices of U.S. involvement past."

3. Form seven small groups of equal size. Each group will be assigned one type of cost of the Vietnam War from the reading. Specifically:

Group #1 - Casualties
Group #2 - Psychological Wounds
Group #3 - Economic Costs
Group #4 - Social and Political Costs
Group #5 - Loss of U.S. Prestige in the World
Group #6 - POW/MIA Issues
Group #7 - Destruction of Vietnam

4. Explain that the task is for each group to take its specific cost and put together a role-play/dramatic presentation of that cost. This could be a brief "playlet," a role-play of some situation that illustrates the particular cost, a dramatic reading, etc. Suggestions follow this description of the task. The performances will be presented to the teacher and the other students in the class. The teacher will play the role of the undecided President. The specific criteria for the presentation are:

a. The presentation must accurately illustrate the specific cost of the Vietnam War that has been assigned to the group.

b. The presentations must not exceed 6 minutes in length.

c. The presentations must capture the basic information in the reading, as well as the human dimension of the cost.

d. The presentations must exhibit some measure of creativity and must involve all group members in some active role.

e. There should be some form of closure that helps the "President" understand the lesson(s) for the future from the particular cost that has been presented.

5. Allow a minimum of approximately 20-30 minutes of class time for groups to plan and rehearse their presentation. A combination of class time and out-of-class preparation would be optimal. Should students be unable to think of ideas, some suggestions for presentations might include:

a. A role-play of a MASH unit where a nurse or doctor must tell various soldiers the injuries they have sustained in battle. How would the messages be communicated? How would they be received?

b. A role-play of a group therapy session with a counselor and vets who are sharing their experiences during the Vietnam War.

c. A role-play of a Congressional hearing into the impact of the Vietnam War on American prestige with a number of witnesses discussing their views on this question.

d. A support group meeting of parents/wives of MIAs sharing their feelings and attitudes.

e. A meeting of representatives from the nation of Vietnam and the United States discussing reconciliation and reconstruction.

f. A dramatic presentation of the casualties and losses suffered during the Vietnam War.

g. A dramatic presentation of the economic costs of the

Vietnam War such as illustrating the size of the expenditures or the trade-offs in spending — perhaps the stories of individuals who did not receive social services because of spending on the war.

6. On the day of the "performances," establish basic expectations for the audience and then begin the presentations. When each is done, acknowledge the group's effort and then move on to the next one. After all have performed, discuss the experience using these questions as a guide:

a. Which were the "best" presentations? Why?

b. Which of the costs is the greatest? Can you rank-order the costs in any way? What criteria would you use?

c. What lessons should be learned from U.S. involvement in the Vietnam War?

d. Does this powerful list of costs mean that the U.S. should never get involved in an armed conflict overseas? If the answer is no, what criteria would you use to send troops?

e. When might similar costs as those from the Vietnam War be justified?

f. Using the specific example of Central America, what advice would you give an American President who was considering the use of U.S. armed forces in the region?

g. Are these costs "permanent"? In other words, when will these costs fade from memory?

7. Conclude this activity by using students to write a 100-150 word essay explaining which cost they see as the most important. Read several anonymously to the class.

Hearing on Agent Orange

Introduction:

Students will role-play a Senate Investigating Committee Hearing on Agent Orange. Three different sides will present their views on three questions concerning Agent Orange, its effects, and the responsibility for its alleged effects.

Objectives:

Upon completion, participants will be able to:

1. Explain three different viewpoints regarding Agent Orange;
2. Express opinions other than their own;
3. View a problem from different perspectives;
4. Speak to a group;
5. Work with a group.

Time: Approximately two hours

Materials: Handouts #1, #2, and #3

Procedures:

1. Make certain that students have read about Agent Orange before the role-play. They will use the information to defend their positions. The activity should be conducted on or near the end of this unit.

2. Decide ahead of time what kind of panel you want for the Investigating Committee. You may use three students who would be able to make decisions based on testimony rather than personal opinion. Another option is to get three students outside of your class or three teachers to be an unbiased committee. Choose the option that fits your circumstances. Give the Senators their instruction sheets.

3. The day before the role-play, have students pair off for each role. There is one role for each pair of students. Both students of the pair will participate in the discussion. Distribute Handouts #1 and #2. Handout #2 is to be completed before the students come to class. Explain to students that a role-play works best if they really become the person assigned to them. Even if the student's personal opinion is different from his/her role, he/she is to express only those opinions of his/her character. Students should review the unit with the perspective of his/her character in mind.

4. On the day of the role-play, introduce the Senate Investigating Panel to the class. Explain that their role is to hear testimony from different sides concerning three questions. Upon hearing testimony, they will make recommendations about Agent Orange. The hearing will open with a position statement from three groups, and then there will be time for open debate. Afterwards, a decision will be made by the Committee.

5. Divide students into three groups. Students should go to a group that represents: (1) veterans and anti-Agent Orange positions; or (2) the chemical companies; or (3) the U.S. government.

6. In groups, students are to prepare a 2-3 minute introductory position statement to be read at the start of the Investigating Committee's Hearing. Have the group choose a good, persuasive speaker. Using their Argument Position sheets, have students list responses to the three questions using specific information to support their viewpoints. Allow only 10 minutes for this. Encourage students to be good listeners, productive and cooperative, to ensure an outstanding position statement.

7. Open the Hearing. Have each group read its position statement. The Hearing Committee may call upon individuals during the open debate. Encourage all students to speak out and make sure to call upon all sides. There are more roles for the veterans, so students in the government and chemical company groups will need to be more assertive. Use the time remaining in the period and 15 minutes of the next class meeting for open debate.

8. After the testimony has been given, have the Committee leave the room to prepare their responses to the three questions. While they are doing this, brief the role-play. Use the following questions to stimulate discussion:

a. What was difficult or easy about your position?

b. What insights did you gain if you argued a position different from your personal beliefs?

c. What do you think were the key points made by each side?

d. How is this hearing different from an actual hearing?

e. What other information did you want or need?

f. What other viewpoints or sides are missing from this hearing?

g. Were research studies important in providing data for the role-play? If there is conflicting research, how do you decide what research to believe?

h. Have you had a change in your opinion about Agent Orange? Why or why not?

i. What do you know now about Agent Orange that you did not know before?

9. Discuss the Committee's response to the three questions after the Committee has returned and presented its summary. Use the following questions to stimulate discussion:

a. How do you feel about the decision?

b. What might be the effect of the Committee's decision on the nation? How does it compare with what has actually happened with Agent Orange cases?

c. Why does the teacher use the role-play as a teaching technique?

d. What are your comments about the role-play in general?

10. The following questions broaden the role-play to more universal questions. They can be used to further debrief the role-play or as an evaluative tool.

a. If you were a soldier, would you trust what the government told you? Why or why not?

b. When, if ever, should a soldier question authority?

c. Are there different rules and ethics during war? (Can you destroy a nation's land and agriculture? Can you hurt your own people in order to win?)

d. Who is responsible for public health?

e. Is chemical warfare justified?

f. What do you think the U.S. should do about the effects of Agent Orange on the people and land of Vietnam?

UNIT 11: Boat People

Introduction for the Teacher

During the ten years following the end of the Vietnam War, many American towns helped a family from Vietnam, Laos, or Kampuchea (formerly Cambodia) settle in their community. Indeed, census figures reveal that Southeast Asians form the largest recent immigrant group to the United States. Some may have joined your school.

You and your students may know some of these Indochinese and may have personally assisted in their resettlement. You may have found that these Asian students, in contrast with their parents and grandparents, aren't much interested in looking back to their departure and transition.

This unit deals specifically with Vietnamese Boat People. The situation of Laotians and Kampucheans differs markedly due to the distinctive character of the war in each of those countries and differences in ethnic relationships within each country. In this unit, students will use what they learn from the experience of the Vietnamese to examine their own roots as Americans and to contemplate how they might act if faced with life decisions similar to those made by Boat People. We hope that some appreciation of the travails of these brave and resourceful people will induce U.S. students to be more sympathetic to, and understanding of, those they meet in their schools and elsewhere today.

Suggested Research Projects

1. The psychological trauma faced by the Boat People in the refugee camps is similar to that of others like Japanese-American internment camps in the U.S. during World War II, Palestinians who have raised an entire generation in refugee camps, and the Displaced Persons in Europe at the end of World War II. Research one or more of these groups and compare their camp experience with that of the Boat People. (For a very readable account of the Japanese-American internment camp experience, read *Farewell to Manzanar*.)

2. There are a number of films available on the adaptation of Southeast Asian refugees to life in the U.S. (e.g., *Becoming American*). Compare one or more of these films with *El Norte*, the film on two Guatemalan young people who arrive in the U.S. as illegal aliens. Note similarities and differences in some of these areas:

1. The image of the U.S. that each group had before arriving here;
2. Physical difficulties of the journey;
3. Physical difficulties of adjustment to U.S.;
4. Psychological difficulties of adjustment to U.S.;
5. Differences of values with American culture;
6. Successful strategies used by refugees who "made it."

What did the American Dream represent to each group after their initial adjustment period?

3. From organizations such as the UN High Commission for Refugees and publications such as *Refugee Report*, find out how many Southeast Asian refugees are still waiting for placement. Which countries have accepted the largest number of Southeast Asian refugees? Why do so many still wait in the camps for resettlement? Find out what community groups such as your church, service club, or student group can do for these people. If possible, interview someone who has worked for one of the relief agencies and/or who has visited the camps.

4. The Vietnam War was an international conflict, but it was also a war for national independence. In the American war of independence, the citizens who sided with the British were called Tories. Although Tories came from all classes and backgrounds, there were some general characteristics. Find out about these characteristics. How were Tories treated at the end of the American revolution? What happened to their property? Where did they settle?

5. There are many famous revolutions, among them the French revolution of 1789, the Russian revolution of 1917, the Chinese revolution of 1949 and the Cuban revolution of 1959. Choose one of these revolutions or another from history. Find out the characteristics of the members of the losing side. How were they treated by the victors? What happened to their property? Where did the losers settle?

6. From your parents or grandparents, find out the name and circumstances of an ancestor who came to this country. If you don't know of an ancestor, make up one and his or her circumstances of departure and arrival. In the library, research the socio/economic/political forces in the country of origin at the time of your ancestor's departure. Research the mode of transportation used to come here. Write your ancestor's personal account, using the "I" of his or her voice. Include as many details and feelings as possible. Let your imagination soar.

Classroom Activity

Choices

Introduction: Many of the Boat People faced a series of very difficult choices after their initial decision to leave Vietnam. In this activity, students role-play key decisions in

the lives of a variety of Boat People. They are introduced to a decision-making model, which they apply to the role-play situations.

Objectives: Upon completion, participants will be able to:

1. List important decisions faced by a typical refugee from Vietnam;

2. Feel empathy toward Boat People through taking part in role-plays about a key decision in their lives;

3. Apply a decision-making model.

Materials:

Copies of Handout: *Choices: Boat People Role Plays*

Copies of Handout: *Decision-Making Model* (may be on chalkboard or overhead projector)

Time: Approximately two hours

Procedures:

1. Remind students that one of the most important reasons that refugees left Vietnam was the desire for freedom—whatever that meant to them individually. To many who have left communist countries, the desire for control over one's own life, for the right to make personal choices, was a major factor in their decision to leave. This first decision led to a series of difficult choices for families and for individuals. In this activity, students will role-play some of those choices using what they know about the traditional values of Vietnamese culture and the experiences of the Boat People.

2. Distribute copies of handout *Choices,* which lists the role-play situations. Assign students to specific roles. Point out that some of the situations involve individual decisions and that others require a group consensus. Students should act according to the basic traditional values and norms of Vietnamese culture as outlined in Unit 1: Introduction to Vietnam: Land, History and Culture.

The American Dream

Introduction:

This activity involves a simulated panel discussion between representatives of a number of immigrant groups who compare their experiences to those of the Boat People. Students will research the background and experiences of these other groups, focusing on the concept of the American Dream.

Objectives:

Upon completion, participants will be able to:

1. Compare the experiences of selected immigrant groups;

2. Analyze the differences in immigrant experiences based on historical period, country of origin, and socioeconomic background;

3. Define the American Dream as it was viewed by immigrants before and after their arrival.

Materials:

Research materials (see bibliography at end of activity)

Costumes, props, visual aids (optional)

Time: Approximately two to three hours

Procedures:

1. Ask students how many of them are first-, second-, or third-generation Americans. Discuss their countries of origin and their families' reasons for immigrating to the U.S. Explain that in this activity they will explore the concept of the American Dream through the eyes of various immigrant groups throughout American history.

2. Ask each student to jot down words or phrases that he/she would associate with the idea of the American Dream. Write these on the chalkboard or on a piece of newsprint and save to review at the end of the activity.

3. Divide the class into groups of 2-4 students. Assign each group one of the immigrant groups listed below:

Blacks — who came as slaves in the early 19th century

Irish — mid-19th century

Chinese — late 19th century

Eastern European and Russian Jews — early 20th century

Eastern Europeans — (including Hungarians, Poles, Czechs, etc.) 1945 - 1980s

Cubans — 1950s - 1980s

Mexicans — 1960s - 1980s

Soviet Jews — 1970s - 1980s

Central Americans — 1970s - 1980s

Vietnamese — 1970s - 1980s

4. Inform the students that they will be preparing a panel discussion on the American Dream. Their preparation will include:

a. Research — Find answers to the four key questions listed below:

(1) What was your image of the U.S. before you left your country?

(2) What typical experiences did your group face trying to leave your country and on the journey?

(3) What problems of adjustment did you face once you arrived in the U.S.?

(4) What does the American Dream mean to you?

b. Writing — Write a script presenting the group's answers to the four questions. Each group's script must be no longer than five minutes. Personal anecdotes and descriptions will make the script more interesting.

c. Choose one member of the group to be on the panel and to read the group script. Prepare costumes and/or props, which may include visual aids such as photos. Costumes should NOT reflect ethnic stereotypes.

5. The panel will do its presentations, followed by comments and questions from the other members of the class. Encourage others to remain in the role of their group and to react to what other groups have said: comparing, contrasting, and questioning.

6. Discuss these questions:

a. Which groups seemed to have the most similar experiences? How would you categorize the groups based on the similarities of experience?

b. Which of these factors made the most difference in how quickly each group adjusted to the U.S:

a. Historical period

b. Region of origin (Africa, Asia, Europe, Latin America)

c. Racial/religious/economic background

c. Review the class definition of the American Dream (Procedure Step 1). How has the activity broadened your concept of the American Dream? What words or phrases should be added to the earlier definition?

d. What will the American Dream be like in the year 2000?

e. How has the experience of the Boat People been similar to that of earlier immigrant groups? How is it unique?

7. Follow-up Activities

a. Write simulated diaries of individuals representing each immigrant group.

b. Construct a mural showing the evolution of the concept of the American Dream and include photographs or drawings of each group and some of their typical experiences.

c. Interview members of each immigrant group in your community, asking them the same four questions from the panel.

Role-Playing Cultural Misunderstandings

Introduction:

Vietnamese who have had considerable cultural contact with Americans, both during the war and/or as refugees in this country, have noted a number of cultural differences which have led to misunderstandings. In this activity, students role-play individuals from each culture in situations that might lead to confusion and/or conflict. They should learn the importance of looking at cultural assumptions before jumping to the conclusion that the other person's behavior is inappropriate. By acting out these situations, key values in Vietnamese culture are highlighted and sensitivity to American-Vietnamese differences encouraged.

Objectives:

Upon completion, participants will be able to:

1. Identify key values in Vietnamese culture;
2. Assume the role of an individual caught in a situation of cross-cultural understanding;
3. Role-playone or more ways to resolvethepotential conflict/misunderstanding.

Materials:

Copies of role-play situations

Props where appropriate

Time: Approximately two hours

Procedures:

1. Ask students if they have ever been in a situation in which they have had a misunderstanding based on cultural differences. Have them describe these situations and then tell what information or insight they needed in order to understand the situation.

2. Vietnamese who have had to deal with Americans, either in Vietnam during the war or as refugees in the U.S., have faced difficulties because of cultural differences. Many Americans are unaware of some of these differences. Tell students that in order to better understand Vietnamese culture, as well as to practice their cross-cultural communication skills, they will be role-playing potential conflict situations between one or more Vietnamese and Americans. To prepare for the role-play, they should review the material in the unit and decide which cultural values or customs the role-play involves. Then they should play their roles as if they were both ignorant of cultural differences and/or unwilling to investigate them. The second time through, they should try to resolve the misunderstanding by asking questions, attending carefully to cues in what the other person says or in his/her body language, and in being honest about their own feelings.3. Allow time for students to research their roles and plan a brief (1-2 minute) dialogue for each part of the role-play: (1) the misunderstanding; and (2) the resolution. Encourage the use of props or simple costumes, if appropriate.

4. After each group has presented its initial role-play(the misunderstanding), ask the class to identify which cultural values or customs caused the problem. Then have the group present their conflict-resolution role-play and allow time for comments, discussion, and questions from the class.

5. After all the groups have completed their presentations, ask the class to suggest topics for additional role-play situations based on cultural misunderstandings between Vietnamese and Americans.

6. Use these questions for discussion:

a. Which situations were most difficult to resolve? Why? Were differences in customs or physical environment easier or more difficult to resolve than differences in values?

b. Which side seemed to adapt more in the role-plays, the Vietnamese or Americans? Do you think that would be the case in reality, or would it depend on the situation? Give examples from your experience.

c. What kind of information and training would be beneficial for both sides, the Vietnamese and the Americans? Who would be most qualified to do the training? What kinds of activities and materials should be included?

d. Many Southeast Asian refugees have now been in the U.S. for more than ten years. Tensions are now developing between the generations, based on cultural differences not unlike those in the role-plays. Did earlier immigrant groups face similar "generation gaps" as they began to assimilate? What suggestions can you offer families in such situations?

UNIT 12: The Vietnam War: Lessons From Yesterday For Today

Suggested Research Projects

1. Conduct research about one of these "local forces" in Vietnam in order to explain its impact on the outcome of the war:

Background of French Colonialism

The Vietminh — its History and Philosophy

Geography of Indochina

Social Structure of Vietnam (social class, ethnic and religious groups)

Historical Relationship between Vietnam and China

Prewar Economies of North and South Vietnam

Ho Chi Minh

Vietcong

Leaders of the South (selected)

2. Conduct research concerning the Japanese expansion into Manchuria and the international meeting at Munich in the 1930s. Explain how applying the "lessons" of these two events to the 1960s might have led to misperceptions.

3. Select one of the historical confrontations below and conduct research on the *perceptions/misperceptions* each group had about the other. Compare these situations to the U.S. and Vietnam in the 1960s-1970s.

Christians and Moslems during the Crusades
Bolsheviks and the Czar's supporters in Russia
Romans and Christians before Constantine
Spanish and Native Americans in Latin America
British and Indians from 1900-1950

4. Divide the class into groups, assigning each group one of the following years: 1960, 1964, 1968, 1972, 1976. Ask them to review news articles about Vietnam during that year and to list headlines, photos, and a brief summary of each article (approximately 10 per student). Share the results and discuss how the images of the war in the media changed throughout that period. Ask what "lessons" seem to emerge from each phase of the war. Do students think that the media played an active role in the outcome?

5. Have students compile a list of maxims or proverbs representing what they think are the real "lessons" of the Vietnam War; e.g., "It takes the full strength of a tiger to kill a rabbit."

6. Interview a selection of community members about what they view as the "lessons" of Vietnam. Include veterans, politicians, former peace movement supporters, and people of various ages and social classes.

7. Play the simulation *Ballots and Bullets*, available from the Roosevelt Center for American Policy Studies, 316 Pennsylvania Avenue, SE, Suite 500, Washington, DC 20003. Cost: $30. Apply what you have learned about Vietnam to this simulation of conflict in Central America (Guatemala). The simulation takes approximately three hours and has been used successfully with both high school students and adults.

Classroom Activities

Applying the Lessons of the Vietnam War

Introduction:

If the "lessons" of the Vietnam War are to be understood and remembered, students need to apply them to concrete and relevant situations. In this activity students play the roles of Presidential advisors in a hypothetical crisis containing both similarities and differences to the war in Vietnam.

Objectives:

Upon completion, participants will be able to:

1. List and explain the "lessons" of the war as identified by the author;

2. Apply these lessons to a hypothetical situation;

3. Role play advisors to the U.S. President, presenting advice on how to deal with the crisis;

4. Make conclusions about similarities and differences between the two situations and the usefulness of historical analogies in formulating policy.

Materials:

Handout: "Crisis in Quechuria"

Time:

Approximately one hour and an optional homework assignment

Procedures:

1. Explain to students that this activity will give them an opportunity to apply some of the "lessons" of the Vietnam War experience. Ask students to read the appropriate pages of the unit and to list in their own words the lessons which the authors have outlined. (Lists will vary, depending on how some students group the items. A key listing twelve of their ideas is included below to assist the teacher in checking student answers.)

2. Discuss student answers, making sure that they are able to give examples and explain why each item could be considered a "lesson" of the Vietnam War. Encourage students to make analogies to current events and to point out the similarities and differences of each situation.

3. Distribute copies of the handout "Crisis in Quechuria." Explain that this hypothetical crisis is happening sometime in the next ten years and that they are to carefully review the facts before deciding on their advice to the President.

4. Discuss the basic facts and relations between Quechuria and the U.S. sections, asking students to make comparisons with the situation in Vietnam before the U.S. became significantly involved. Is Quechuria important to the security of the U.S.? Why or why not? What are the most important similarities and differences to Vietnam?

5. Review the facts of the crisis and the tasks. If desired, divide students into groups based on the four basic tasks. An alternative is to divide them into advisory groups for military, political and economic policy. Give students at least 20 minutes to prepare their reports.

6. Have each group present its advice to the President (a student or the teacher). The President should respond by questioning the groups about the reasons that they chose particular strategies in light of their experience during the Vietnam War. Allow other groups to ask questions for challenge or clarification. If time allows, vote on related recommended policies.

7. *Optional (homework assignment):* Ask each student to write a brief paper outlining his/her personal answers to the four tasks listed on the handout. Encourage them to make references to Vietnam and to support their choice of options with specific reasons.

8. Discuss the ways in which this situation is most similar to and different from the situation in Vietnam. What do the students predict about the future of Quechuria if their policy recommendations are followed? What have they learned in this activity about the usefulness of historical analogies? What are the dangers? Which situations in current events have parallels to some of the lessons cited in this activity? If students could advise the world leader(s) involved in these situations, what would they say?

Key:

1. Do not ignore the importance of local forces.
2. Do not overestimate the importance of the conflict.
3. Make sure of popular support before going to war.
4. Great powers can no longer dictate to small. There are limits to power.
5. Do not underestimate the enemy.
6. Increased amounts of economic and military aid to a client state may make it more difficult to control.
7. Extensive use of artillery and bombing lead to destruction of the social fabric and economy.
8. Increased dependency on the U.S. undermines the self-sufficiency of the client state.
9. Do not make commitments if you are not prepared to see them through.

10. Public support for major foreign policy ventures is essential and is especially fragile as a war beomes drawn out. Major victories are needed to sustain it.

11. The draft policy during the Vietnam War imposed most of the burden on the lower class.

12. Experience shows a need for assistance in readjustment of veterans to civilian life.

Weighing the Arguments

Introduction:

Much of the debate concerning the war in Vietnam has been marked by what Herring and Simon term "superficial knowledge and faulty reasoning." The purposes of this activity are to have students carefully examine statements made by radicals, liberals and conservatives regarding the war and to identify examples of faulty reasoning.

Objectives:

Upon completion, participants will be able to:

1. Respond to a set of basic questions about the Vietnam war from radical, liberal and conservative perspectives;

2. Evaluate the other groups' responses and identify appeals to emotion, logical fallacies, unprovable givens, and misuses of historical analogies;

3. Write personal answers to each of the basic questions about the war, avoiding the use of faulty reasoning as identified in the activity.

Materials: Handout #1 "The Vietnam War: Two Perspectives"

Handout #2 "What is Faulty Reasoning?"

Time:

60-90 minutes and one (or two) homework assignments

Procedures:

Note: To allow for more time for class discussion, Step 1 may be assigned as homework the day prior to conducting the activity.

1. Explain to students that they will be examining a set of basic questions about the war in Vietnam from radical, liberal and conservative perspectives. Divide the class into three groups, one representing radicals, one liberals and one conservatives. Distribute copies of the article and Handout #1, "The Vietnam War: Two Perspectives." Ask each group to review the appropriate pages of Unit 12 and prepare answers to each of the five questions. To save time, individuals within each group may be assigned specific questions. Encourage them to use specific quotations and examples from the article and to make an effort to represent the perspective accurately.

2. Allow *two* minutes for each side to present its answers to each of the five questions. While each side is making its presentation, the other sides should take careful notes. Caution them that accurate note-taking will be important for the next stage of the activity.

3. Distribute Handout #2, "What is Faulty Reasoning?". Explain that the next task will be to analyze the other groups' responses and to find examples of faulty reasoning. Briefly review the samples on the handout. Inform the students that they will receive one point for each example of faulty reasoning they find in the other groups' answers.

4. Using their notes on the other groups' responses to Handout #1 and the appropriate pages of Unit 12, ask students to list examples of each type of faulty reasoning. Allow 10-15 minutes and encourage students to divide into smaller groups to work more efficiently. Tell them that they will receive one point for each example, but that they must be able to explain why it represents faulty reasoning.

5. Decide who will judge the activity (other teachers, students, administrators, or the instructor). Brief the judges on the scoring procedure.

6. Give each side approximately five minutes to list the examples of faulty reasoning in their opponents' answers. The judges may ask for supporting explanations on examples that are unclear. After each group has completed its presentation, scores should be tabulated and the winning side announced.

7. To conclude the activity, discuss the following questions:

a. Why are foreign policy issues debates often full of examples of faulty reasoning?

b. What can be done to make these debates more substantive?

c. How does the concept of "black and white" thinking relate to what the author is criticizing? What would he recommend?

8. Follow-up

a. As a homework assignment, ask each student to write his/her personal answer to the questions on Handout #1, avoiding the use of faulty reasoning.

b. Collect examples of the types of faulty reasoning identified on Handout #2. Make a bulletin board of clippings from ads, speeches, and news articles.

PRESIDENT TRUMAN'S ADVISORS

Throughout the 1930s the U.S. economy was wracked by the Great Depression. Companies closed, banks failed, and millions lost their jobs. Your predecessor, Franklin D. Roosevelt, developed a vast array of government programs to provide relief, create jobs, accomplish public works and assist the recovery of private industry. These programs significantly expanded the role and functions of the federal government in American life. Many conservatives resented this "creeping socialism" and would later lead a reaction against "big government." Many radicals complained that such programs did not go far enough and called for a more profound transformation of U.S. society.

These debates were amplified in Europe where fascists, communists and liberals struggled for control of the government in country after country. By 1941, despite the positive effects of many FDR reforms, the U.S. economy was still stagnant. Factories were underutilized and unemployment was high. However, World War II changed all that. The total mobilization for the war effort virtually wiped out unemployment. In fact, many women entered the work force for the first time, producing war materials while the men were off fighting.

After the war, the U.S. suddenly finds itself the most dominant industrial and military power in the world. It is one of the few countries that is not touched by the war's destruction, and the economy is back on its feet. One cost, however, is the continuation of a large military budget into peace time. In addition, there are problems of inflation and of how to absorb the millions of soldiers home from the war. Labor unions are growing rapidly and strikes are more frequent.

With the settlement of the war, U.S. national attention has become re-focused on the Soviet Union, who is rivaling it for influence in Europe. Many countries in Eastern Europe are joined in a military and economic alliance with the Soviet Union, and communist movements are being revived in other parts of Europe and Asia.

In the midst of this transition, President Roosevelt suddenly passes away and his Vice President, Harry S. Truman, is thrust into leadership. Truman is confronted with numerous problems at home and around the globe and must develop policies in little time. President Roosevelt was critical of French colonialism and had spoken of the possibility of making Vietnam a "trustee" to be educated for "self-government" as had been done in the Philippines. However, he never took any action to initiate such a plan.

You are an advisor to President Truman who has agreed to grant a meeting to representatives of the French government and the Vietminh to state their case for support. You expect them to make many appeals, but it is your responsibility to focus on U.S. national interest — power, prestige, profits, principles and protection. It is up to them to persuade you

* Why the U.S. should care what happens in France or Vietnam
* Whether the U.S. should feel threatened by communism in France or in Vietnam
* What moral obligations the U.S. has to France or Vietnam
* Why you should support France or the Vietminh

Your time is limited and you cannot afford to be distracted by irrelevant arguments. You are in charge of the meeting and can press for clarification and more information and prod each side to respond to the claims of the other.

VIET MINH REPRESENTATIVE

You are a member of the Viet Minh and a supporter of the government of the Democratic Republic of Vietnam. This is the first all-Vietnamese government in almost a hundred years — since the French first took over your country.

You are from a peasant family in Vietnam. You grew up hating the French colonialists who controlled your country. As far as you are concerned, the French brought all the evil upon your people.

In order to force Vietnamese to work for them, the French put taxes on all huts and on salt — an important ingredient in the Vietnamese diet. The only way you could get money to pay for the hated taxes was to go to work for the French — on their railroads, in their mines, on their plantations. Conditions were hard. Many people died of injuries or disease.

The French drafted your people to fight in their wars against other people. You had no vote — no say-so. And the French provided few services; there were more jails than schools and hospitals combined.

The French made fun of your music, your art, your religion. They even outlawed your village's homemade rice wine and forced you to buy their stronger French wine. Each village also was required to purchase a certain amount of opium.

Angered by all these injustices, you joined Ho Chi Minh's Vietminh, an organization fighting for the independence of Vietnam. Like Ho, you became a communist, believing that everyone should share the wealth of Vietnam, not just a few foreigners.

In 1940, the Japanese invaded Vietnam and you switched from fighting the French to fighting the Japanese. During the war you helped the United States, providing them valuable information and rescuing downed flyers.

When the Japanese were defeated, the Vietminh took control of the country and proclaimed independence. You are very excited about all the wonderful changes you feel have come to Vietnam. For the first time in Vietnam's history, national elections were held. People could choose their own leaders — communist or non-communist.

A literacy program was launched which taught two and a half million people to read and write. You took over much of the land that the French had stolen and gave it back to the peasants. The new government passed a law legalizing labor unions and strikes and proclaiming an eight hour day.

Your goal is freedom and independence for your country. But the French appear to want to take back Vietnam. They complain about the communists like Ho Chi Minh. You will fight to the death before your country is a colony again. You hope the United States will support you in this struggle.

FRENCH BUSINESS/GOVERNMENT LEADER

You are a French businessman and a high-ranking government leader. Times are tough in France and you face some real challenges. During World War Two, many of your country's factories and businesses were destroyed, crops burned and animals killed. This has left your economy in quite a mess.

Because of hard times, many workers and poor people have turned to the communists. Though they do not yet control the government, the Communist Party is now the largest political party in France. As you see it, unless you can rebuild your economy, the communists will ultimately come to power through elections or even revolution. But how to rebuild the economy?

Before World War Two, France had a number of colonies around the world, the most important being in Indochina (including Vietnam). Vietnam was central to the French economy. You got most of your rubber from Vietnam—also coal, tin and tungsten.

French businesses owned plantations and made great profits selling rice to other countries in Asia. Your government also forced the Vietnamese to buy certain French products, such as Bordeaux wine, so French companies made profits that way as well.

But here's your problem. During the war, the Japanese took control of Vietnam from your country. The communist leader, Ho Chi Minh, organized an army, the Vietminh, to fight against the Japanese occupation. With Japan now defeated, Ho has declared Vietnam an independent country. However, as far as you're concerned, Vietnam is still French.

You are angry. The Vietminh already have given some of the French-owned land to Vietnamese peasants! They have said that now the wealth of Vietnam will belong only to the Vietnamese. Imagine that, uneducated peasants thinking they can run a country!

If you can't take back your colony in Vietnam, French businesses will suffer tremendously. However, you don't have enough money to pay for a war against Ho Chi Minh. You need the support of a more powerful country to win back Vietnam from the communists.

You also need the help of a stronger country to rebuild France. Your country was devasted by the Nazis who destroyed cities and towns and burned crops. You need loans and grants to buy American machinery and farm products like wheat and corn so you can get back on your feet. Remember too that if your economy doesn't begin to get stronger, the French communists will probably come to power by offering people equal distribution of wealth.

The U.S. also needs you. They want to sell their surplus products to you and to invest in France. You might point out to the Americans that, if the communists come to power, they won't allow U.S. corporations to invest freely and take their profits back home.

"President's Task Force Memo"

To: Attorney General, Secretary of State, Secretary of Defense, Chairman Joint Chiefs of Staff, National Security Advisor, White House Chief of Staff

From: The President

There will be an important meeting tomorrow at 0800 hours. The agenda is as follows:

1. As Commander-in-Chief, I will soon be making a decision regarding whether or not to commit U.S. military forces to Vietnam for direct involvement in the ongoing conflict. In this context, I want your advice as to the ten most important individuals for me to meet with next week in the situation room to hammer out a final decision on this matter. I am primarily interested in a group of ten that can best articulate the legal ramifications of this decision, but I shall also need to consult with all those who have a direct legal responsibility to defend and/or implement such a decision.

2. In addition, I ask that you rank your list of recommendations so that I may plan a set of conferences with the 2-3 individuals you deem most relevant to the decision.

In this particular case only, it may be necessary for some of you to defer your presence to someone who has a more relevant and immediate role to play in this decision-making process. I expect your recommendations to be unbiased and in the spirit of offering me the best possible advice to arrive at a correct decision regarding this important matter.

Handout — UNIT 3: Was the Vietnam War Legal?

Senators Proposing the Tonkin Gulf Resolution

The President has asked you personally to support his Tonkin Gulf Resolution. He assures you that the official version of events is correct and advises you to cite Secretary of Defense McNamara as authority. He simply wants the flexibility to act as Commander-in-Chief to defend U.S. forces and the South Vietnamese people against communist aggression. Since he anticipates objections on legal grounds, he advises you to emphasize legal arguments in your presentation. While you should be prepared to address all relevant documents, you must be particularly prepared with respect to the following documents:

Document 2 (the U.S. Constitution), Document 5 (the 1954 Geneva Accords), and, of course, the Tonkin Gulf Resolution itself (Documents 7, 8, and 9).

To be effective, you should support your main points by quoting the exact language of the relevant documents. This method of argument works best if you refer the Senators to the appropriate page and paragraph to follow along. Also, you should coordinate your presentation with representatives of S.E.A.T.O. who also will be given an opportunity to argue for adoption of the Resolution.

S.E.A.T.O. Representatives

Senators arguing for adoption of the Tonkin Gulf Resolution in Congress have asked you to present supporting arguments. You must emphasize the importance of the U.S. opposing communist aggression and defending freedom wherever possible. The member countries of S.E.A.T.O. only want a chance to determine their own destinies without outside interference and welcome the military support of the U.S. in this effort.

To be effective, you should support your main points by quoting the exact language of the relevant documents. This method works best if you refer the Senators to the appropriate page and paragraph to follow along. You are there to support the pro-Resolution Senators so you should coordinate your efforts with them. The documents most relevant to your interests are 4 (the United Nations Charter), 5 (the 1954 Geneva Accords) and 6 (the S.E.A.T.O. pact), 9 (the Resolution itself), and 10 and 11 (arguments about the Resolution's status in international law).

Handout — UNIT 3: Was the Vietnam War Legal?

Senators Opposing the Tonkin Gulf Resolution

The President has asked some of your colleagues to get passage of his Tonkin Gulf Resolution by Congress. Despite his claims, there is still much ambiguity surrounding the actual events in the Tonkin Gulf as well as Johnson's intended use of this resolution. In your view, the Constitution is very clear on the need for a declaration of war by Congress to authorize a President to wage war. You also are concerned that this Resolution not contradict the provisions of Document 5 (the 1954 Geneva Accords) and Document 4 (the United Nations Charter). Of course, you must be prepared to address all arguments raised in the debate, especially those covered in Documents 9, 10, and 11.

To be effective, you should support your main points by quoting the exact language of the relevant documents. This method works best if you refer the Senators to the appropriate page and paragraph to follow along. Also, you should coordinate your presentation with representatives of the U.N. who also will be given an opportunity to argue against adoption of the Resolution.

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U.N. Charter Representatives

Senators opposing the Tonkin Gulf Resolution in Congress have asked you to present supporting arguments. You must emphasize the importance of collective non-violent settlement of international disputes. That is the mission of your organization which has spared the world much bloodshed through its work. When nations refuse to defer to the authority of the U.N. and, instead, resort to force, it weakens the whole system of international law and brings the world closer to World War III.

To be effective, you should support your main points by quoting the exact language of the relevant documents. This method works best if you refer the Senators to the appropriate page and paragraph to follow along. You are there to support the anti-Resolution senators so you should coordinate your efforts with them. The documents most relevant to your interests are 4 (the U.N. Charter), 5 (the 1954 Geneva Accords), 6 (the S.E.A.T.O. pact), and 9, 10, and 11 (the Resolution itself and arguments about its status in international law).

Handout — UNIT 3: Was the Vietnam War Legal?

Undecided Senators

You will decide whether or not the Tonkin Gulf Resolution passes. Your primary concern is that the decision be based firmly in constitutional and international law and be in the best interests of the U.S. You know that Senators and their allies in S.E.A.T.O. and the U.N. will come prepared to make sophisticated legal arguments to influence your vote. This makes it all the more imperative that you be very familiar with all the relevant documents, listen actively, take notes, confer with your colleagues, and prepare questions that will challenge the logic and evidence of the various presentations. You not only must make a decision on this Resolution but be able to justify it.

Note: Arguments about what actually happened in the Tonkin Gulf, while important, are separate from arguments about what, if anything, should or can be done about it.

Handout — UNIT 4: Who Fought for the U.S.?

ROLE PLAY DAY 1

Teacher: It's February 2, 1968. Coach Freeman is just concluding basketball practice. "We've got two more days to prepare for Central High. Trust me and do what I say and this victory will be ours! Now I want everyone to practice free throws before tomorrow's practice starts. And, Jones, you pushed your hair out of your eyes four times during that last drill. Get your hair cut! I don't want you blowing any plays because you can't see."

Bobby: "Ah Coach!"

Teacher: "You heard me! Marshal, happy birthday! Only one scoop of ice cream to celebrate and above all don't forget to register. I don't want any of my players in trouble with the draft board when they should be preparing for the tournament. Now hit the showers!"

John: "Poor Bobby! How short are you going to cut your hair? I bet it won't be too short or Jeannie won't be interested in you anymore!"

Marshal: "Well, if you were black, you wouldn't have that problem. The longer my hair grows, the higher my do stands. Yes sir, black is beautiful!"

Bobby: "Well, enjoy it now. When they get you in basic training, that big Afro will go. Your hair will be so short that your head will look like a billiard ball!"

Marshal: "Oh no! When we make the final playoffs, I'll be getting a basketball scholarship and going to college. If you haven't noticed, I've a bright star shining on the horizon, and it isn't shining over Vietnam."

Alan: "Right on! There are a lot better things you can do to serve your country than killing people in Vietnam."

Mike: "Well, here's one man who's willing to defend freedom. I plan to sign up for Vietnam right after graduation."

Handout — UNIT 4: Who Fought for the U.S.?

"A Racist Legacy"

1. Check your group's topic:

____Racism within the Selective Service System

____Racism within the U.S. Armed Services

____Racism toward the Vietnamese people

2. Your overall task is to create a poster that takes all of the information from the reading on your topic and presents it in a clear and interesting fashion to the rest of the class. Specifically, you must:

a. Find all of the information you can from the reading on your particular topic including statistics, personal profiles, factual information, opinions, "counter-examples" (those instances where racism was absent in your area), and anything else that you can find.

b. Present this information on the posterpaper provided to you by the teacher. Information should be presented in graph form, with illustrations, such as cartoon-like sequences where people are talking to each other, charts, captions, etc.

c. The key elements that will be evaluated are factual accuracy, creativity, and clarity of presentation.

d. You will have ten (10) minutes to present your poster and information to the rest of the class. Include as many group members in this presentation as possible.Creativity, accuracy, and clarity all count.

e. Presentations will begin ten minutes into the next class period. You have the remainder of this period to organize your information.

STUDENT ROLES

Bobby
You are a co-captain of the basketball team. You'll be graduating from high school in the spring. Your family is poor and you are only an average student. The manager of the plant where you worked during the summer likes you and has offered you a full-time job after graduation. You've been going with Jeannie for two years and she feels it would be a good time to get married. At present, that would defer you from service in Vietnam. However, the government has been talking about eliminating the marriage deferment. Moreover, while you like Jeannie a lot, you're not sure you really love her and want to experience more of life before you settle down. You have no feelings about the war one way or the other and have no wish to get shot up in some distant jungle. You're not sure what to do, but you know you have to make a decision soon.

Marshal
With Bobby you also are a co-captain of the basketball team. Your father is minister of one of the bigger black churches in town. You are a good student but are not sure what you're going to do after graduation. Your father would like you to follow him into the ministry, but you've lost faith in Christian non-violence as a means to reform. In fact, you are thinking about joining the Black Power movement. You see Vietnam as a "white man's war against people of color" and feel strongly that the real battle for freedom is right here at home.

Ted
Your parents immigrated from Eastern Europe after World War II. They still hear from relatives behind the "Iron Curtain." All your life you have heard your parents complain about how the communists ruined their homeland. They firmly support the war in Vietnam and are proud of your older brother, Karl, for volunteering for Vietnam. Your dad feels that all young men owe military service to their country and you should join your brother in Vietnam. Your mother already is afraid for your brother and doesn't want to lose her "baby." You think your parents also would be proud if you could make something of your life, like becoming a teacher or a lawyer. You're not sure what to do, but think it's about time you stopped worrying about what your parents want and made up your own mind.

Charles
Your parents are black and poor and you're only an average student, so college seems out of the question. You are not militant, like Marshal, but you're also not gung ho on the war, like Mike. A career in the military might be a way out of the ghetto, but you have heard that blacks are more likely to be sent into combat and home in a box.

John
Your father is a lawyer and met your mother while they were both attending college. You are considering a career as an architect, but might also go into the law like your father. You expect to be admitted to a good school. You support the war, but think that the country needs educated young men like you to contribute at home.

Gary
Your father, a pilot in the Air Force, was killed in Vietnam, leaving your mother, two younger sisters, and you. Your father is considered a hero and part of you wants to follow him into the service and get even with the communists. On the other hand, your mother and sisters say your family has suffered enough and they do not want you to go to Vietnam. You feel some responsibility to help out financially at home, but your teachers are urging you to go to college. Some of your friends say you have to go to 'Nam or you will dishonor the memory of your father.

Mike
Your grades are not so good, but you have an aptitude for mechanical things. The school counselor has advised that you could get good technical training in the military and has encouraged you to talk with recruiters. This appeals to you because you believe in the war and want to serve your country. You are prepared to serve in Vietnam if called.

Alan
Your parents were divorced when you were only nine years old and you were raised by your mother. You don't have the grades or money for college and would like to get a job and help out at home. Your mother is a Catholic who is strongly against war and in favor of missionary service to the poor. You agree with her and have demonstrated against the war in Vietnam as an immoral slaughter of innocents that must be stopped. You won't serve in Vietnam and are considering applying for an exemption as a conscientious objector.

GENERAL INSTRUCTIONS FOR THE DRAFT BOARD

You are a representative of the Selective Service System, charged with monitoring the recruitment of troops for the war effort. Your decisions must be made in conjunction with the law and the directives you are given by the Selective Service. Your decisions may be appealed and overturned so be certain that you rule carefully. Be certain that the citizens present proof of the legitimacy of their claims before granting them deferments. You may grant temporary classifications to the citizens subject for later reviews or permanent deferments.

War Status Report— The President has just announced that he will be increasing the number of troops in Vietnam by 200,000 men in the next three months. This will necessitate that your draft board provide an additional 20 men. You have a high enlistment rate in your region. Therefore, you can continue to grant deferments for the immediate future.

War Status Report— It is expected that the President will increase the number of troops by as many as 200,000 men. You are in a section of the country where the population density is low and aging. Therefore, you do not have many enlistments and as a board must keep the pool of potential draftees as large as you can. One way to do this is to rarely grant deferments to anyone who is not in high school.

DRAFT BOARD MEMBERS' ROLES

George Wilson
You are a veteran of World War II and a past president of the local VFW. You firmly believe that every able-bodied man should serve his country in some way.

Elizabeth Summers
You are a local lawyer. You are noted for asking lots of questions, which usually results in the speaker having enough rope to hang himself. You are inclined to accept alternative service for highly educated people and look upon the military as a good education for small-town, young men because it exposes them to diversity they would not encounter by staying home.

Rev. Father Mark O'Reily
You are a liberal on social issues. However, when it comes to conscious objectors you apply the test of long-standing precedent. Only active members of religious groups with a long history of conscious objection and pacification are truly CO's. You also feel that those seeking CO status must be willing to serve in low-paying and menial community service jobs. You always ask persons to specify what actions they have taken in the past five years to demonstrate their CO beliefs to others.

Phillip Taylor
You are a retired army sergeant and presently own and operate a service station. Your sons are both in the army and have served tours of duty in Vietnam. You've personally known the abilities of the army, have great faith in the army and believe that everyone should serve in the military. You envision that the military has an increasing need for highly skilled, intelligent, young men.

Thomas Knoll
You are an MD and served in the medical corps during the Korean Conflict. You are concerned about the large number of casualties in Vietnam. You would prefer not to send anyone to Vietnam and are particularly concerned about anyone with dependents.

Draft Counselor and Representative
of the War Resisters' League
You are very much against war and the Vietnam war in particular. You and several associates have set up a draft counseling service which is free to all interested persons. Among things that you do is help people to prepare for appearances before the draft board and to write appeals of unfavorable judgments. You have a good success rate because you have studied hard and carefully rehearse your clients. In your first meetings with young men you bring up all possible alternative ways to get out of going to Vietnam so that you are certain that the client is aware of them.

Private Attorney
You are an attorney with a very good reputation for your skills in advocacy. You charge for both your consulting services and for your time in actual presentation. Before going before a draft board with a client you insist that the client express what position he wants to take so that you have a clear understanding of how to proceed. If the client so desires, you will go with him and represent him. For less money you will give him advice on how to represent himself in the best possible way, suggesting the evidence to take and the arguments to make.

U.S. Army Recruiter
You are the Army recruiter assigned to this area. You entered the service as a result of being in the ROTC while attending college. You served one tour of duty in Vietnam about six years ago. It is your present assignment to talk with and convince people to enlist in the Army. Your performance rating depends upon the number of recruits you bring into the service. Therefore, it is in your interest to encourage enlistment by emphasizing all opportunities the military provides. You see Vietnam as an opportunity to the career man as it is combat experience. You are constantly looking for people who can qualify for those positions that require advanced training.

SEARCH AND DESTROY GROUND OPERATIONS
PACIFICATION EFFORTS
THE AIRWAR

DIRECTIONS: Your task, as a group, is to fully understand and defend your military strategy as the one that is most effective and that should receive the most amount of funding and support in the effort to win the Vietnam War. Although you recognize that no one strategy can do the complete job, you do believe that one approach should be the dominant one that serves as the centerpiece of U.S. military strategy in Vietnam. Your assignment is to:

1. Review the reading to fully understand all of the issues connected with your strategy;
2. Come to agreement as a group on how you will present, explain, and defend the advantages of your approach to the other students in the class;
3. Prepare a poster that illustrates your approach to the others in the class by showing, in a visual manner, how your strategy works;
4. Prepare to answer questions and respond to challenges to your strategy from the other groups in the class;
5. Prepare questions to ask the other groups that will reveal flaws in their approaches and strengths in your approach;
6. Insure that all members of your group are involved in some aspect of these tasks.

Time will be limited as you undertake these tasks, so organize yourselves and divide up the work. Be sure to appoint one person to act as the group's spokesperson who will introduce your presentation.

Finally, remember that you *really do* support the position that you have been given to advocate. Make your arguments, challenges and analyses and convincing.

Handout — UNIT 5: How the U.S. Fought the War

UNINTENDED CONSEQUENCES

DIRECTIONS: Review the reading to find four examples of U.S. military tactics in Vietnam that had unintended consequences harmful to the U.S. war effort. Identify the tactic in the left-hand column, the official objective in the middle column, and the unintended consequence(s) in the right-hand column. An example has been provided for you.

Tactic	*Official Objective*	*Unintended Consequence(s)*
Rewarding soldiers for higher body counts	To motivate troops in search-and-destroy missions	Falsification of body count reports, leading to inaccurate calculations of success of the Pentagon's war of attrition policy

VIETNAM VETERAN INTERVIEW QUESTIONS

If students have difficulty coming up with their own questions for the Vietnam Veteran(s) interview, here are some you might suggest to them or ask yourself:

1. How did you get into the military? Were you drafted or did you volunteer? What were the circumstances? How old were you? What year was it? Describe how you felt when you got your draft notice or what made you decide to volunteer. How did your family and friends feel about this?

2. What was going on in Vietnam and in this country at the time, as you recall? Steps: Induction: Describe your induction (where, what happened, your feelings, observations about the other recruits).

3. What did you think and feel about the Vietnamese war, the Vietnamese, Vietnam at the time? Why did you think the war was being fought? What were you told about the reasons for the war and by whom?

4. Basic Training: Describe it (where, what happened, your feelings and observations). Did it change you in any way? How? Did it prepare you for Vietnam?

5. What part of the military were you in? What was your rank?

6. Describe your trip to Vietnam and your first impressions.

7. What year did you arrive in Vietnam and what was happening overall in the war?

8. Where were you stationed and what was the area like?

9. What was your job or placement?

10. Describe some of the conditions: food, weather, etc. What was hardest for you? What were your days like? What are some of your main memories?

11. Did you participate in any search and destroy missions? What was it like? What did you think about the My Lai Massacre? Did you know of any incidents like My Lai? Do you think My Lai was unique in the war or typical? Do you think Calley should have been brought to trial? Do you think he should have been convicted? Do you think he should have been pardoned by President Nixon? Were you aware of any atrocities committed by the Vietcong?

12. What about the Laws of War? Were you ever given any instructions about civilians, etc. Were they taken seriously? Did you ever know of anyone in the war who refused to obey an order on moral grounds?

13. Did you participate in combat? Did you see people killed? injured? Do you feel like sharing that? What kinds of weapons did you see used? What kinds of weapons did you use? Some people say that the U.S. held back and that we should have gone in full force. How did you feel about the strength of the American forces compared to the V.C. forces?

14. Did you kill anyone? Can you talk about that?

15. Did you witness the use of napalm?

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16. Defoliation and Agent Orange: Was any area you were in sprayed or defoliated? What did you think? Did anyone around you experience any of the symptoms of being exposed to Agent Orange? What do you think about the whole Agent Orange thing? How do you feel about the veterans' lawsuit against the chemical companies? What do you think about the government's role in the use of Agent Orange? Do you feel the government should be held responsible?

17. What were your impressions of and experiences with the Vietnamese? Did you get to know any of the people? What were your first impressions of Vietnam? What is the country like. Was there wide use of the word "Gook"? How did you feel about that?

18. Who was President of South Vietnam when you were there? What did you think of him? What did you think of the ARVN? the Buddhists? There are accounts of repression of human rights under the Saigon government. Did you observe any of that? What was your opinion of the Saigon government?

19. What are your observations about the guys around you? How did they feel about fighting in Vietnam? Did you have any doubts about the war? We are often told that the Vietnam War was fought to stop the spread of communism. What is your understanding of communism? In your opinion, is it the main reason the U.S. was fighting the war?

20. Drugs were said to be very available and it was often said that many vets came back hooked. Can you describe the drug scene as you witnessed it in Vietnam and comment on some of the popular beliefs about it?

21. There also have been stories of widespread racism in Vietnam. How did your unit break down racially? What were relations like? Did you witness or experience racism?

22. What were your observations about the Vietcong? Did you ever meet any Vietcong soldiers? What was your opinion of North Vietnam? Of Ho Chi Minh?

23. When did you return from Vietnam? What were your feelings upon returning? What changes did you see in yourself and in the country?

24. The adjustment to coming home is often described as very difficult. Did you yourself experience any particular difficulties or problems with adjustment or know of friends who did? Do you keep in touch with any of your old buddies? How do you feel about being asked questions about your experience in the war?

25. What was your opinion of the peace movement in this country? How did you feel about the protest? draft resisters? draft card burnings? What stands out most in your mind about all of that?

26. If you had it to do all over again, would you do the same thing? If you had a son and he was drafted to go to Vietnam, how would you react? Some people are saying that El Salvador or Nicaragua could become another Vietnam? What do you think about that? How do you see it as different or as similar? How would you feel about being drafted to fight in Central America? To have a son drafted to go to Central America?

27. What lessons do you think this country should learn from the Vietnam War?

28. Have you ever been to the Vietnam Memorial in D.C.? How do you feel about it?

SURVEY

You have been ordered by your commanding officer to shoot all inhabitants of a village suspected of being a Vietcong stronghold. When you arrive you find mostly old men, women and children. Your commanding officer orders you to shoot everyone.

Please answer the following questions:

1. What do you think most people would do in this situation?
   a. Obey orders and shoot
   b. Refuse to shoot
2. What would you do?
   a. Obey orders and shoot
   b. Refuse to shoot
3. Explain why you would or would not obey the order to shoot:

_____

_____

_____

_____

4. What is your opinion of the soldiers?
   a. They were right because it was what any good soldier would do.
   b. They were wrong even though it was hard for them to know what was right or wrong in this situation.
   c. They were wrong because they clearly violated military code.
   d. They were wrong because it was a violation of morality regardless of military code.
   e. Other (If your opinion is not covered in a-d, list it here in your own words.)

_____

_____

5. Who was responsible and should be tried?
   a. The soldiers and higher officers
   b. Only the soldiers
   c. Only higher officers
   d. Neither

Handout # 1

You are an active and involved citizen. The war in Vietnam floods your TV screen and newspapers. You have kept up with the changing events both at home and abroad. You have discussed and debated this controversial war with friends and family and have come up with four basic principles that guide your beliefs:

1. America must stand for principles of self-determination in Vietnam.
2. America has global responsibilities and commitments.
3. American citizens are personally responsible for the policies of their government.
4. America is involved in moral and political corruption.

You decide to write an editorial with a group of your family and friends for your newspaper explaining your beliefs and the role the U.S. government should have in Vietnam. Your interpretation of the four principles is based on an prowar position that supports an end to U.S. involvement in Vietnam.

As a group, "brainstorm" policy recommendations — for both home and abroad — that accomplish and support each of the four principles in which you believe. Write your recommendations neatly on posterpaper.

UNIT 7: Taking Sides: The War at Home

Handout # 2

You are an active and involved citizen. The war in Vietnam floods your TV screen and newspapers. You have kept up with the changing events both at home and abroad. You have discussed and debated this controversial war with friends and family and have come up with four basic principles that guide your beliefs:

1. America must stand for principles of self-determination in Vietnam.
2. America has global responsibilities and commitments.
3. American citizens are personally responsible for the policies of their government.
4. America is involved in moral and political corruption.

You decide to write an editorial with a group of your family and friends for your newspaper explaining your beliefs and the role the U.S. government should have in Vietnam. Your interpretation of the four principles is based on an anti-war position that supports an end to U.S. involvement in Vietnam.

As a group, "brainstorm" policy recommendations — for both home and abroad — that accomplish and support each of the four principles in which you believe. Write your recommendations neatly on posterpaper.

Handout # 3

Understanding Patriotism

Name_____

Who are you role-playing?

Briefly answer these questions as you believe the person you are role-playing would answer them. Refer to the reading, but also be ready to create your own responses.

1. Do you now support or disapprove of U.S. involvement in the Vietnam War? Explain.

2. How, if at all, has your thinking on U.S. involvement in Vietnam changed? Explain.

3. Are anti-war protesters helping or hindering the conduct of U.S. foreign policy, especially in Vietnam? Explain.

4. What, specifically, is patriotism? How is it shown?

5. If a citizen believes that his or her government is engaging in wrongful policies, what responsibilities, if any, does that citizen have to act on his or her beliefs?

6. A young man of draft age (during the height of the Vietnam War) comes to you for advice: "Should I join and fight in Vietnam or should I resist the draft?" What advice would you give? Explain.

7. What lessons should this nation learn from the Vietnam era?

Handout — UNIT 8: How the War Was Reported

Deciding What's News

You are all members of a newspaper editorial staff meeting to decide which five of the following stories to run in today's paper and which two to feature on the front page. These decisions are important, so choices must be justified with reasons. Since you only have limited time to accomplish this, the activity works best if everyone participates actively, as in a brain-storming session. Also, have one person take the role of editor-in-chief with the primary responsibility to press people to justify their selections and to press the group for consensus on the choices proposed. At the end of this session you should have not only the list of five stories to run, including two to feature, but also a list of reasons why each was chosen.

News Headlines

1. Abnormal Newborns Rise to One in Eight: Rate Doubled Since 1950s
2. Chrysler Announces Record Profits
3. CIA Tied to Secret Arms Sales
4. City Council Votes Tax Hike
5. City Students Win National Awards
6. Congress Passes Farm Relief Bill
7. Economists Predict Long Term U.S. Decline
8. Experts Say Third World Debt Can't Be Repaid
9. FBI Documents Reveal Hoover Tried to Ruin King
10. Feds Ignore Rising Homeless Rate
11. Military Toxic Waste Threatens Environment
12. Hi-tech Industries Highest on Health Hazards
13. Human Rights Group Cites Contra Assassinations
14. Interior Says Wilderness Areas Shrinking Fast
15. Mayor Says He Won't Run Again
16. Media Takeovers Increase: Also Self-Censorship
17. NFL Players' Association Folds
18. Over 1 Million Flee Bombing in El Salvador Since 1980
19. Pentagon Sends Military Advisors to the Philippines
20. Plane Crash Kills Fifty
21. Russian Troops Win Big Battle in Afghanistan
22. Sean Penn and Madonna Split Again
23. Star Wars Failures Covered Up
24. Students Riot in Korea
25. Study Shows U.S. Strategic Command Vulnerable to Nuclear Attack
26. 200,000 East Timorese Killed in Indonesia Since 1975

Handout — UNIT 9: The Vietnam War in American Literature

Tips for Interviewers

1. Your main purpose is to get the interviewee to tell his/her story. Do not turn the interview into a dialogue.
2. Ask questions that require more than a "yes" or "no" answer.
3. Keep your questions brief.
4. Start with concrete questions. Save the delicate questions for later in the interview.
5. Don't be afraid of periods of silence. Allow the interviewee time to think.
6. If the interviewee is having difficulty describing an event or person, ask him/her to tell you what he/she saw, heard, felt.
7. Be flexible. Don't interrupt a good story because you feel that you need to stick to a strict outline or time schedule.
8. It is sometimes helpful to ask negative questions, such as describing the negative aspects of a situation.
9. Be alert to sensitive areas. Do not push if you sense that the interviewee is avoiding a topic because it is painful.
10. Offer to let the interviewee check your transcript for accuracy.

Adapted from Baum, Willa K., *Oral History for the Local Historical Society*, American Association for State and Local History, Nashville, 1971, pp. 32-34.

THE VICTIMS

Michael had been exposed to Agent Orange while in Vietnam. Thirteen years after his Army discharge, he still suffers from skin rashes, insomnia, and stomach problems. He remembers that while he was in Vietnam, troops would be dropped off at an ambush site and spend hours actually lying in the defoliant and herbicide spray. He would use water that had been sprayed or was run-off from sprayed areas to drink and wash himself and his clothes.

ROLE: Michael Anderson, veteran

Rita's daughter, Jennifer, was born with birth defects. She will not be able to walk and will always be dependent on others for help. Rita is sure that Michael's exposure to Agent Orange is the cause of Jennifer's birth defects.

ROLE: Rita Anderson, wife of veteran

Dr. Tung warned that Agent Orange was causing severe health problems and birth defects among humans and animals while she was in Vietnam. The birth defects she observed were cleft lips; missing noses, ears, and limbs; water on the brain (hydrocephaly); and a variety of heart problems. She published her warnings in the Saigon papers, but many Americans dismissed them as anti-American propaganda.

ROLE: Dr. Tung, Vietnamese scientist

Dr. Wilkiwitz is responsible for Agent Orange Examinations at the VA medical clinic. He has received special training in these cases. He feels that Agent Orange and dioxin have never hurt anyone, and that the headaches and many other symptoms that veterans experience are caused by war-related stress. He usually advises his patients to see the clinic's psychologist and a dietitian about rashes and stomach ailments.

ROLE: Dr. Wilkiwitz, Veterans' Administration doctor

Living in Vietnam during the period that Agent Orange was used, Minh saw many results from the defoliants. Forests and agricultural lands were sprayed. Plants sprayed by the chemicals would swell rapidly, growing so fast that they would explode. Animals fed the sprayed crops got sick and died. Jungles and fields were totally destroyed.

ROLE: Le Van Minh, Vietnamese refugee

Jose was in Vietnam and remembers when the perimeters of the camps were sprayed to keep them cleared. As soon as the clouds of spray settled, the noises of insects and birds stopped. Plant life died. At the time, he was not concerned about the spray; he thought it was a mixture of oil and water. The soldiers who handled it were not particularly careful either. Sometimes they would playfully turn the spray on each other.

ROLE: Jose Garcia, veteran

Leroy was an infantry soldier who thought the U.S. government knew what it was doing. He believed that military commanders and the government would never allow the use of anything that might hurt troops. He remembers walking through thick foliage with sticky, shiny stuff on it, and that no one told them to avoid this. Troops would go through plantations of sprayed banana trees and eat the sweet fruit. No one gave a second thought to the fact that it had been defoliated.

ROLE: Leroy Washington, Veteran

Margaret has been privately documenting cases of possible dioxin poisoning. One hundred cases of veterans who were exposed to Agent Orange and who now suffer medical problems possibly associated with such exposure are in her files. She wants the public to know of the possible links and is working with various veteran groups, lawyers, and journalists to make information available.

ROLE: Margaret Hopkins, Veterans' Administration counselor

Gus has produced a documentary on Agent Orange. The film shows deformed Vietnamese babies who were born to parents exposed to herbicidal spray. He has included interviews with Vietnam veterans who have been ill or have children with birth defects. In working with the veterans and doctors, he feels it is very important that the public know the dangers of dioxin as well as the effects that Agent Orange has had on American servicemen.

ROLE: Gus Gargano, TV newscaster

Arthur is an attorney who is preparing a class-action lawsuit on behalf of the veterans and families who have suffered the effects of Agent Orange. The suit is against several chemical companies. His case is based on the premise that companies are trustees of public health and have a responsibility to protect the environment and its inhabitants. By producing and selling harmful substances to the U.S. government, they are morally and financially responsible for the damages their products cause.

ROLE: Arthur McNichols, lawyer

THE CHEMICAL COMPANIES

Angela has filed a suit for the chemical company against the U.S. government. The company said the government knew in 1962 about the dangers of dioxin. The company claimed that a 1962 article referred to a 1957 study that found that dioxin was dangerous and capable of causing liver damage, loss of appetite, and rashes in animals. The chemical company said that the company had tried to convince the government to use a safe herbicide that didn't contain dioxin. The government knowingly bought the chemical company's product in spite of the warnings. The chemical company is not responsible for how purchasers use its products.

ROLE: Angela Silk, chemical company lawyer

Alex responds to the public's concern about dioxin and Agent Orange by citing several research studies. In the October 15, 1962, Journal of the American Medical Association, an article said there is no scientific evidence that dioxin has caused cancer or birth defects in humans. The only long-term health problem attributed to dioxin is an acne-like rash. Alex also wants the public to know that dioxin occurs in the environment, not only as a by-product of pesticides, but also as a product of combustion processes like power plants, municipal trash incinerators, automobile engines, and wood-burning fireplaces. Alex is annoyed that chemical companies are targeted as the "bad guys" when others also are linked to dioxin. It is a fact that dioxin is a part of our environment.

ROLE: Alex Soloman, chemical company spokesperson

Beth believes that there is little scientific evidence that exposure to trace amounts of dioxin causes human health effects claimed by the veterans. She feels the chemical companies have become the scapegoats for the nation's guilt about the Vietnam War. The chemical companies are bearing the brunt of larger social and political problems. The U.S. government has failed to accept responsibility for those who have served it well. No one doubts the emotional tensions and risks of war were many and unusual in Vietnam, but these problems cannot be linked to dioxin.

ROLE: Beth Gleason, chemical company spokesperson

Miller has read many health studies on groups of people exposed to dioxin. No long-term health problems have been attributed to dioxin other than an acne-like skin condition. This skin condition, known as chloracne, is a result of exposure to dioxin. It becomes present shortly after exposure and can persist for up to 30 years, but mild cases usually clear up shortly after exposure stops. After 37,000 people were potentially exposed to dioxin in an industrial explosion in Italy, no significant health impairments have been found. There have been 30,000 scientific papers on Agent Orange, and evidence still is not conclusive. Miller believes that Agent Orange is a safe product and the chemical companies should be allowed to produce and sell it to those customers who choose to buy it.

ROLE: John Miller, chemical company scientist

Mr. Reynolds says that military personnel were not supposed to enter a sprayed zone for six weeks after it had been saturated with herbicides. Soldiers working with chemicals were told to follow normal sanitary procedures and precautions. Material that got on hands, face, or the body was to be washed off at the first opportunity. Clothes were to be washed. Reynolds believes that people should have common sense and know that any chemical should be treated with respect and caution. Such cautions remove any liability for alleged effects from the Defense Department of U.S. government.

ROLE: Martin Reynolds, Department of Defense lawyer

Sage feels that the American people and veterans have forgotten that a war calls for a different set of rules to live and work by. If an enemy is out in the jungle waiting to kill you, a soldier can't let himself be an easy target. Agent Orange was a crucial part of the American defense system. Fighting in a jungle is not easy, and the defoliants helped to expose enemy supply trails and ammunition depots. The only way this could have been done was by using Agent Orange. It saved American lives and money in fighting a jungle war.

ROLE: Col. Augustus Sage, Army spokesperson

Munson agrees that the Vietnam War was hard on soldiers. Many of the problems returning veterans face are a result of an apathetic America and a stress reaction to fighting a losing war. Rather than blame a chemical or the U.S. government, Vietnam veterans should seek medical and psychological help. Everyone knows that stress and psychological problems can lead to severe medical problems. The Veterans' Administration has many programs to help veterans readjust to civilian life. Veterans who have had contact with Agent Orange should use those services provided.

ROLE: Karl Munson, U.S. Government spokesperson

Harper thinks that when a soldier signs up to serve in the United States armed forces, he should realize that he may have to give his life for his country's defense. Injuries, death, and trauma are all part of war. In order to win a war, the best and most winnable methods must be used. Soldiers exposed to Agent Orange are no different from other boys who have given limbs, eyes, or lives for their country. Unfortunately, war is not a pretty sight and those who serve face consequences that war creates.

ROLE: General Fred Harper, Marine spokesperson

CONGRESS

You are a Senator investigating Agent Orange. You have called people to testify about their experiences with Agent Orange. Three questions will guide the investigation. Three groups will present their viewpoints on these questions. It is your responsibility to make sure the hearing is fair, time schedules are kept, and that all sides are heard. Be sure to keep an open mind to the testimony given.

After the hearing opens, you will hear a short presentation from each side. Monitor time, and if a group takes too long, it is your responsibility to move the hearing along. After these opening statements, open the hearing up to debate on each question, discussing one at a time. Try to have the first two questions discussed by the end of the first day. You will have 15 minutes on the second day to listen to testimony on the third question. After testimony is given, you may adjourn and discuss what the committee believes are the most appropriate responses to the three questions *based on the testimony* — not your personal beliefs. Prepare an answer for each question. You should try to complete this in 10 minutes. Return to the hearing and present your findings.

You will not need to argue with the witnesses because your conclusion is the final part of the role-play. You have the last word. Participate in the class discussion of the role-play.

Role-Play Questions. Use this space to take notes on the testimony and to prepare your report.

1. What are the alleged effects, if any, of Agent Orange?

2. Is Agent Orange harmful to humans?

3. Where does the responsibility lie for the alleged effects of Agent Orange?

ROLE-PLAYS

* A Marine Officer enters a Vietnamese village leader's home to talk to him about the defense of the village by the local militia. The village leader offers him a cup of tea, which he drinks while leaning on a table on which there are numerous wooden tablets and an incense bowl. As he finishes his tea, he sets the cup down in the middle of the table, spilling some of the tea. The Vietnamese becomes tense and unfriendly; the Marine wonders why.

ROLES: 1 Marine officer
1 Vietnamese village leader

* A Vietnamese refugee, (Name) 12 years old, is visiting the home of her American friend, Tina. Tina has been one of the friendliest of her classmates, even at first when (Name) could speak very little English. The two girls want to see a movie, and they go to ask Tina's mother for permission. The mother objects, saying that Tina should study instead. Tina gets very angry, shouts at her mother, and slams the door. She is surprised when her Vietnamese friend refuses the next time she invites her to her house.

ROLES: 1 Vietnamese refugee, 12 years old
1 American 12-year-old, Tina
1 American mother

* Susan Fosch is a sixth grade teacher who has recently received a new student from Vietnam named Li. Susan believes in fostering a spirit of competition and assertiveness in her students, and one of her favorite lesson formats is a debate. The first time she assigns Li to a debate, she is very disappointed. Although he is an excellent student and completes his written work carefully, he is very weak in the debate and his side loses. She calls him in to talk with him about his poor performance, and he barely answers her questions. Susan thinks he is being very rude.

ROLES: 1 American, Susan Fosch, sixth-grade teacher
1 Vietnamese, Li, 13-year-old student

* Bob Martin is the manager of the gas station where several Vietnamese are employed. He has had difficulty communicating with them, but they do their jobs well and he has had no complaints from customers. One week, as he is counting the cash in the register, he comes up $50 short. He calls in the Vietnamese workers and asks them which one of the has stolen the $50.

ROLES: 1 American, Bob Martin, gas station manager
3 Vietnamese workers

* Bill Dougherty is a missionary in Vietnam working with a group of Highland people. He has recently moved to the Highlands from a mission in the Delta. He provides rudimentary medical care and some agricultural advice to the people and has been pleased to see some of them express interest in attending church services on Sunday. Confident that he is making solid progress, he gives a sermon urging the people to give up drinking rice wine as a sign of their conversion. Next Sunday, no one comes to service. He cannot understand what happened.

ROLES: 1 American missionary, Bill Dougherty
Variable number of Highlanders

* Mrs. Diem has just been hired as an accountant in a small office. There are two other women employees, both Americans, at similar level jobs. The men in the office treat Mrs. Diem as inferior to the American women, asking her to do menial tasks and making remarks about subservient Asian women. Mrs. Diem is furious about the situation, but is afraid to speak up in fear of losing her job. One day, she remarks to one of the American women that the men's behavior offends her. They laugh and say that they thought she was accustomed to being put down as a woman in Vietnam.

ROLES: 1 Vietnamese woman, Mrs. Diem, an accountant
2-3 American men
2 American women

* Kevin wants to be friendly to Trong, a young Vietnamese student who is in one of his classes at the university. He and his friends are going to Mexico for the weekend, and Kevin asks Trong to join them. On Sunday, they make a special effort to get tickets for the bullfight, but are surprised when Trong declines and goes shopping instead. Kevin and his friends wonder who might have offended Trong.

ROLES: 1 American university student, Kevin
1 Vietnamese university student, Trong
2-3 American friends

* Lt. Groves is in charge of the transport of civilians from a village in a free-fire zone of South Vietnam during the last years of the war. He is checking to see if all the civilians have cleared the area when he discovers an old woman seated quietly by her hut. No amount of persuasion can make her leave her home, in spite of the lieutenant's warnings that she may be killed if she stays. She replies that her children and grandchildren have all left and are dead or missing. She is the only one left and must fulfill her responsibilities. The lieutenant leaves, muttering about crazy old women.

ROLES: 1 American, Lt. Groves
1 Vietnamese old woman

CHOICES: BOAT PEOPLE ROLE-PLAYS

* Ba, an eighteen-year-old Vietnamese girl, had lived in a refugee camp in Malaysia for two years before her family received an American sponsor. They were notified that they would be departing for California in two weeks. As the oldest daughter, Ba often cared for the younger children and helped her parents, who did not speak English as well as she did. While in the camp, Ba had trained as a medical assistant and was proud of her position in the camp hospital. She had met a young Vietnamese doctor, Tien, whom she secretly hoped to marry. Dr. Tien planned to stay in the camp because he felt that his skills were needed there, and he urged Ba to stay as well, pointing out that she was the best medical assistant he had. Ba had only a few days to make up her mind.

ROLES: Ba, 18-year-old Vietnamese girl
Tien, 25-year-old Vietnamese doctor
Hong, 17-year-old Vietnamese girl, Ba's friend
Ba's parents

* The Vuong family had come to Helena, Montana, sponsored by the Presbyterian church. The church members had been very generous, spending a great deal of time helping the family to settle in and offering them assistance in getting jobs and learning English. The children seemed to adjust fairly quickly, becoming enthusiastic about winter sports and active in many school programs. The father, a self-employed businessman in Vietnam, spoke limited English and worked as a watch repairman for a jeweler, while his wife worked part-time in a school cafeteria. His mother, eighty years old, was in poor health and stayed indoors throughout most of the Montana winter. There were only five other Vietnamese families nearby, and sometimes when they got together they would talk about moving to California, where the climate and the large Vietnamese community would make them feel more at home. One day, the family talked about the possibility of moving with the minister of the church and the head of the committee which had sponsored them.

ROLES: Mr. and Mrs. Vuong
Grandmother
2-3 children
Minister
Head of sponsoring committee

* Huong, a sixteen-year-old girl, has been in the U.S. since she was seven and remembers little of her life in Vietnam. Her two older sisters were married in the traditional way before the family came to this country and have produced six grandchildren. Neither of them has taken a job outside the home, and they both live within blocks of their parents. Huong has dreams of becoming a lawyer. School is very important to her, and she has consistently been on the honor roll. She is proud of her achievements as a student and longs to be more a part of other school activities, but her parents have not allowed her to date, and many of the other students think of her as a bookworm. In her biology lab, Huong got to know a boy named Mark, who seemed genuinely interested in her. He asked her to go with him to a school dance. She really wanted to go to the dance. Her friend Jane suggested that she tell her parents that she was going to the movies with several other girls. Huong felt caught between her sense of integrity and her desire to live her own life.

ROLES: Huong, 16-year-old Vietnamese girl
Mark, 17-year-old American boy
Jane, Huong's girlfriend
Huong's parents
Huong's sister(s) (optional)

* Thuy, a 25-year-old motorcycle mechanic, came to New York as a refugee five years ago. He lives with his parents and younger brother and sister in a large three-bedroom home on Long Island. His parents are especially proud that they have been able to move out to the suburbs and live in a good neighborhood. His brother and sister are in high school, preparing for professional careers. Thuy misses the action of the city, where he used to go out to movies, concerts, and bars with his friends and co-workers. He resents the long commute to work. His younger brother's friends get on his nerves by hanging around the room they share and playing their music loudly when he is trying to read or relax. Thuy would like to move to an apartment in the city, but he is afraid of his parents' reaction.

ROLES: Thuy, 25-year-old mechanic
Younger brother, 17 years old
Younger sister, 15 years old
Thuy's parents
Co-worker(s) (1 or more)

THE VIETNAM WAR: TWO PERSPECTIVES

Assigned Perspective _____

Answer each question *from your assigned perspective.*

Reread Unit 12 to find specific examples, quotations, and analogies to use in your answers. Be sure to represent accurately the perspective you were assigned. (Do not limit your presentation only to the extremist views. Consider the broad range of opinion.)

1. What were the *reasons for U.S. involvement* in Vietnam, and were these reasons legitimate?

2. How would you *evaluate the U.S. strategies* in Vietnam in each of these areas: *military, political, economic?*

3. Why were the *communists successful?*

4. What was the *influence of the homefront* (Congress, the media, the anti-war movement)?

5. Explain three important "lessons" of the Vietnam experience which could be applied to Central America today.

WHAT IS FAULTY REASONING?

In the second part of the article, the author is critical of many of the arguments used by both liberals and conservatives, citing them for "superficial knowledge and faulty reasoning." Just what is faulty reasoning and how can you learn to recognize it? Here are some definitions and examples:

1. *Emotional Appeals* — Using emotion rather than reason to persuade someone that an argument is valid.
EX: "If you don't agree with me, you are a traitor to your country." "This group represents the will of the People."

2. *Logical Fallacies* —
a. Confusing correlation with causation.
EX: "President X was elected in the same year that we experienced a major recession; therefore, his election must have caused the recession."
b. Attributing the characteristics of some members of a group to the whole group.
EX: "Because some Muslim groups have engaged in terrorism, Islam is aviolent religion."
c. Forcing a choice between only two alternatives when there are other possible options.
EX: "The U.S. must support either the Contras or the Sandinistas."

3. *Unprovable Givens* — Basing an argument on an assumption, or "given," which cannot be proven.
EX: "If the Reagan Administration had not made an arms deal with Iran, the hostages in Lebanon would be free." "If the U.S. had not invaded Grenada, it would be a Soviet base today."

4. *Misuse of Historical Analogies* — Treating two significantly different historical situations as similar to support an argument.
EX: "The successful military strategies used by the U.N. in the Korean War should have been applied to the war in Lebanon."

CRISIS IN QUECHURIA

The U.S. President has called an emergency meeting of his advisors to assist him in dealing with an emerging crisis in the Latin American country of Quechuria. Since the experience of the Vietnam War was important in the early careers of his advisors, each will be asked to draw on the lessons of Vietnam in advising the President on how to respond to this new crisis.

Basic Facts: The nation of Quechuria, with a land area the size of Illinois and a population of eight million, is situated between Peru, Brazil, and Bolivia. Its territory consists of a western sierra region, including some of the highest peaks in the Andes, and an eastern lowland that is largely rainforest and jungle. Quechuria broke away from Peru ten years ago, when a group of military officers claiming to represent the Indians of the region won a brief series of battles against the Peruvian army. The Peruvian government, weakened by a staggering international debt and years of struggle against rebel groups, did not have the money or will to continue the fight and recognized the formation of the new nation. Quechuria's population is 85 percent Indian, with some Mestizos and Europeans living in the capital city of Cuzco and other small cities and towns. The military officers in charge of the government are from upper-class Mestizo families, formerly large landowners in the region. The language of the government is Spanish, while much of the population speaks Indian languages, and literacy is below 40 percent. Valuable oil fields have been discovered recently in the eastern region, leading to great interest in Quechuria on the part of U.S. oil companies. In the western mountainous region, copper, lead, and gold mines are operated by U.S. companies licensed by the new government. However, most of the population still makes its living by subsistence agriculture.

Relations Between Quechuria and the U.S: In the years before Quechuria broke away from Peru, relations between the U.S. and Peru had deteriorated because of the tough stand taken by Peru's President when he refused to pay back its international debt and took a neutral position in U.S./U.S.S.R. relations. Foreign companies had an increasingly difficult time doing business in Peru, complaining of red tape and government interference. When Quechuria declared itself independent, the U.S. was one of the first to grant diplomatic recognition. U.S. advisors offered assistance in military and economic matters, and a major U.S. airbase was established. A small contingent of military advisors had been training Quechurian troops, which were composed primarily of young Indian recruits. The U.S. President had declared that Quechuria was a model of economic and political stability in Latin America.

Crisis: Although U.S. Embassy personnel in Quechuria had not been aware of its operations, a group of leftist guerrillas had been forming in remote areas of the sierra. Some of the leaders had ties to Cuba, and several had received training there. They were secretly training and arming groups of Indians in mountain villages, using kinship bonds as well as appeals for equality to gain new supporters. In a series of carefully planned and dramatically successful attacks, the guerrillas seized the largest copper and gold mines, executed their U.S. managers as "enemies of the people," and threatened to attack other foreign businesses and settlements if they were not given control of several key positions in the government. The government of Quechuria, which had become increasingly dependent on the U.S., appealed to the U.S President for help and advice.

Your Task: As Presidential advisors, you must use what you have learned from the Vietnam War to devise strategies for dealing with the situation in Quechuria. Include the following:

1. Immediate strategies (military, economic, political)
2. Long term goals and strategies
3. Plans for dealing with the U.S. public and Congress
4. Topics/questions that need to be researched to better understand the situation

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